Auburn North Public School
Annual School Report
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. 98% of students come from a language background other than English representing over 40 different cultures from around the world. The major languages spoken by students include 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 in 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; and
- New Arrivals Program.

In 2011, we received $281,135 from the National Partnerships LSES RE1 and continued to employ a Highly Accomplished Teacher (H.A.T.) and an Educational Paraprofessional as well as two part-time Community Liaison Officers.

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 enriched program.

Student achievement in 2011
According to school-based data and external data (NAPLAN), our students and school achieved high quality outcomes in a wide range of areas. In 2012, 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 academics, the arts, sport and technology.
Auburn North Public School seeks to ensure that students realize 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

The 2011 school’s Parents’ and Citizens’ (P.&C.) Association met at least twice a term and enjoyed a highly productive year, working closely with all members of the community. Numerous fundraising activities such as the Mother’s Day Stall, Father’s Day Stall, family photo day and 2 sausage sizzles raised $4000. Part of these funds was used to purchase signage for the school. The P.&C. also made a contribution to the cost of air conditioners for the 6 new BER classrooms. The P.&C. also made positive connections with local businesses with 2 companies sponsoring awards for Presentation Day. The P.&C. also liaised with Auburn Council and the state government to address concerns such as parking on Adderley Street and security fencing around the entire school.

Zenna Diab, President
Amina Zreika, Treasurer and
Dilek Acar, Secretary

Student representative’s message

The Student Representative Council (SRC) met once a week during terms 3 and 4 to investigate ways to further develop our school. Nineteen students, one student from each Year 3-6 class, represented Years 3-6 along with the 8 members of the student leadership team. The SRC was enthusiastic and committed to supporting the children’s charity, Canteen, in Week 3 of Term 4. The SRC promoted and sold Bandannas helping to raise money and awareness for families living with cancer. Our Bandanna day raised $1112 for Canteen.

Artin Hekmat Shoar and Zahra Albatat
2011 School Captains

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>
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<td>329</td>
<td>319</td>
<td>291</td>
<td>279</td>
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<tr>
<td>Female</td>
<td>335</td>
<td>312</td>
<td>286</td>
<td>268</td>
<td>294</td>
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Student attendance profile

Student attendance was slightly above both region and state percentages. There were 75 students who applied for exemption from school for travelling overseas for more than 15 days.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>3</td>
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<tr>
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<td>96.1</td>
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<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
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</table>
Management of non-attendance

In 2011, the school continued to track attendance through WebAttend, an on-line system for monitoring attendance. Strategies to improve attendance included:

- Daily attendance entered onto WebAttend by classroom teacher. This enabled teachers to monitor student attendance issues and attendance patterns;
- Phone calls and interviews conducted by Deputy Principal and Home School Liaison Officer (HSLO) with families whose children’s attendance rates were unsatisfactory or whose children where regularly late; and
- Parents informed through school newsletters, parent/teacher conferences and morning assemblies of the importance of regular school attendance.

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>
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<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KI</td>
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<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1V</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/1S</td>
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<td>22</td>
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<td>2/1S</td>
<td>2</td>
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</tr>
<tr>
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</tr>
<tr>
<td>2L</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
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<td>2</td>
<td>24</td>
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</tr>
<tr>
<td>3/2O</td>
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<td>7</td>
<td>25</td>
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<tr>
<td>3/2O</td>
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<td>18</td>
<td>25</td>
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<td>3</td>
<td>28</td>
<td>28</td>
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<tr>
<td>4/3S</td>
<td>3</td>
<td>22</td>
<td>29</td>
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<tr>
<td>4/3S</td>
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<td>7</td>
<td>29</td>
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<tr>
<td>4A</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

To ensure that class sizes are in line with DET recommendation, the school created 22 classes based on a parallel structured system. Classes were grade based or composite groupings.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<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>Highly Accomplished Teacher (HAT)</td>
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</tr>
<tr>
<td>Teacher Mentor</td>
<td>0.5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19.0</td>
</tr>
<tr>
<td>Primary Teacher Release from Face to Face</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.09</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>0.92</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>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary General Assistant (GA)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Staff (SASS/SAO)</td>
<td>3.062</td>
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<tr>
<td>Total</td>
<td>46.432</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
There is currently no staff from an Indigenous background.

**Staff retention**

Staff retention continues to remain high although there are a number of temporary teaching positions due to permanent staff members on maternity leave and two teachers who were on leave without pay. Two new class teachers were appointed to the school through merit selection and one teacher was appointed as Assistant Principal through merit selection.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
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<tr>
<td>Postgraduate</td>
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</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>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>349800.41</td>
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<tr>
<td>Global funds</td>
<td>312549.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>514410.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>86067.14</td>
</tr>
<tr>
<td>Interest</td>
<td>22214.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17804.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1302846.50</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4333.38</td>
</tr>
<tr>
<td>Excursions</td>
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</tr>
<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
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</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
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</tr>
<tr>
<td>Administration &amp; office</td>
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</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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</tr>
<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>40704.09</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>819280.75</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>483565.75</td>
</tr>
</tbody>
</table>
The ‘Active After Schools Sports Program’, funded by the Federal Government where 45 students in K-2 participated each Monday after school and 45 students in 3-6 participated each Wednesday after school for 7 weeks each term. They participated in a variety of sporting activities including circus skills, soccer and Oz tag;

K-6 cross country carnival, with 40 students representing at zone level and 8 students advancing to the regional level;

K-6 athletics carnival, with 32 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 developing their swimming skills;

Stage 3 students participated in the Premiers Sporting Challenge to learn the importance of an active lifestyle and regular physical activity. All students achieved the Gold Level of participation; and

Year 3, 4 and 5 students participated in an AFL skills development program to assist them develop an interest in the game and to develop key fundamental skills for the introduction of AFL into the Auburn PSSA summer sport schedule in 2012.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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 2011, 63 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 literacy results:

- 90% of students achieved at or above minimum standard in overall literacy;
- 90% of students achieved at or above minimum standard in reading;
- 49% of students achieved in the highest two bands (Bands 5 and 6) in writing;
- 30% of students achieved in the highest two bands (Bands 5 and 6) in spelling;
- 24% of students achieved in the highest two bands (Bands 5 and 6) in reading;
- 27% of students achieved in the highest two bands (Bands 5 and 6) in grammar and punctuation; and

students demonstrated the necessary skills to connect information across sentences in a simple information text, compose a basic persuasive text using simple vocabulary, structure texts in appropriate stages, identify a spelling error and then correctly spell a one syllable word, select an appropriate adjective to complete a simple or complex sentence, and to correctly select the correct location for a full stop in a simple sentence.

The main implications for our school’s literacy programs are to:
• implement systematic reading comprehension assessment K-6;
• set short term reading targets for each grade, each term;
• continue to expand each student’s understanding of literal, inferential and linguistic features of texts, embedding the ‘Super Six Comprehension Strategies’ in all K-6 classes;
• ensure that all teachers K-6 are trained in effective teaching and learning of the four forms of spelling;
• continue to provide two hours of uninterrupted, collaborative literacy teaching time four days per week;
• facilitate 94.5% of Year 3 students achieving at or above minimum standard in NAPLAN reading and at least 29.5% of students achieving proficiency in NAPLAN reading.

Numeracy – NAPLAN Year 3

In 2011, 63 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:

• 97% of students achieved at or above minimum standard in numeracy;
• 20.6% of students achieved in the top two bands (Bands 5 and 6);
• 49.2 % of students achieved in the top three bands (4,5 and 6); and
• students demonstrated the necessary skills in identifying a cylinder and prisms amongst 3D objects, using symmetry to determine position on a grid, identifying fractions within shaded shapes, and matching digital time to a given analogue time.

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

• continue to develop differentiated ‘Count Me In Too’ (CMIT) lessons in number;
• develop and implement effective on-going, teaching and assessment strategies in CMIT;
• further develop each student’s ability to apply a range of strategies in number and problem solving tasks;
• continue to engage students through hands-on learning experiences to enable them to develop a deeper understanding of concepts taught;
• increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN numeracy from 91% to 93.5% in 2012; and
• trial smaller class sizes in Stage 2 to increase a higher student/teacher ratio, thus creating more opportunities for individualised instruction.

Literacy – NAPLAN Year 5

In 2011, 76 Year 5 students completed NAPLAN, 97% of who were students with a language background other than English (LBOTE). The
following is an analysis of Year 5 2010 NAPLAN literacy results:

- 91% of students achieved at or above minimum standard in overall literacy;
- 26% of students achieved in the highest two bands (Bands 7 and 8) in writing;
- 34% of students achieved in the highest two bands (Bands 5 and 6) in spelling;
- 11% of students achieved in the highest two bands (Bands 5 and 6) in reading;
- 26% of students achieved in the highest two bands (Bands 5 and 6) in grammar and punctuation; and
- students demonstrated the necessary skills to interpret a requirement in an instructional text, link information across adjacent paragraphs, infer a character’s attitude from details in a text, identify the audience of a text and adjust writing accordingly, compose a basic persuasive text using simple vocabulary, elaborate ideas using language choices and devices to engage and persuade a reader, select the correct adjective to complete a simple sentence, identify the correct use of the apostrophe of possession, and identify a question.

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

- implement systematic reading comprehension assessment K-6;
- set short term reading targets for each grade, each term;
- continue to expand each student’s understanding of literal, inferential and linguistic features of texts, embedding the ‘Super Six Comprehension Strategies’ in all K-6 classes;
- ensure that all teachers are trained in effective teaching and learning of the four forms of spelling;
- continue to provide two hours of uninterrupted, collaborative literacy teaching time four days per week;
- facilitate 88% of Year 5 students achieving at or above minimum standard in NAPLAN reading, at least 17.5% of students achieving proficiency in NAPLAN reading and 64% of students achieving or exceeding state average growth in NAPLAN reading.

Numeracy – NAPLAN Year 5

In 2012, 76 Year 5 students completed NAPLAN, 97% of who were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2011 NAPLAN numeracy results:

- 91.5% of students achieved at or above minimum standard in numeracy;
- 48.7% of students achieved in the top three bands (bands 6, 7 and 8);
• 22.4 of students achieved in the top two bands (bands 7 and 8); and
• students demonstrated the necessary skills in identifying everyday objects as prisms, identifying the skeleton of a 3D object given a description of its faces, determining the area of a shape using formal units, matching digital time to a given analogue time and using appropriate strategies to solve a multi-step problem in patterns and algebra.

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 develop each student’s knowledge and use of the language of mathematics to enhance their ability to apply their knowledge accurately to problem solving tasks;
• further develop each student’s skills in applying their number skills to problem solving and open ended tasks; and
• increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN numeracy from 93% to 98% in 2012.

**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 18.8 points.

The following graph indicates that students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN while still attending Auburn North Public School have achieved above state average growth in grammar and punctuation by 29.1 points.

**Progress in numeracy**

The graph below indicates that students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN while still attending Auburn North Public School have achieved above state average growth in numeracy by 18 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.7</td>
<td>78.5</td>
</tr>
<tr>
<td>Writing</td>
<td>89.2</td>
<td>91.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.7</td>
<td>92.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.6</td>
<td>79.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.8</td>
<td>87.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

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

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

In 2011, the school has:

a. received additional funding allocation of $275,000.00;

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

c. utilized 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 have been implemented as a result of the National Partnerships program. They have included:
• A homework centre provided support for students who required additional assistance in completing weekly homework tasks. Fifty students attended this program each Monday and Wednesday afternoon.

• Students 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 facilitated 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 implement and imbed quality ICT into their teaching and learning programs including establishing class-based websites, data entry using Edupro, and the purchase and implementation of resources such as IWBs, laptops and video cameras.

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, focusing on the implementation of the Count Me In Too (CMIT) program K-4, Counting-On (CO) program for Years 5-6, and Newman’s Error Analysis Years 3-6. Mathematics resources were purchased for CMIT homework packs and for hands-on classroom activities.

• PSP staffing allocation that supported a part-time student engagement mentor focusing on Interactive Whiteboards, Bee Bots, robotics, video-conferencing, blogging and contributions to the school website.

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

Teacher Mentor Program

A part-time teacher mentor (0.5) provided intensive support to 18 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 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.

The Primary Intensive English Program (PIEP)

The aim of the PIEP program is to support newly arrived refugee students learn the English language and develop literacy and mathematical skills. Targeted students included 11 Newly Arrived refugee students with little English and minimal schooling and 6 students who have been in an Australian school more than a year but have low literacy levels.

The Primary Intensive English Program continued to support newly arrived refugee students in Years 3-6 who have been in an Australian school less than 3 years. A qualified ESL teacher and a part-time Community Liaison Officer (CLO) from a Dari background supported these students. The PIEP program also funded an excursion for refugee students to Featherdale Wildlife Park. Students learnt about a variety of animals which further assisted the students to learn about Australian culture.
Reading Recovery levels of targeted students dramatically improved with students improving 5 to 23 levels. According to school based data, there was significant improvement in oral reading and writing skills with 80% of newly arrived students improving more than one level in the ESL Scales for oral reading and 70% for writing. The program also further developed the self-esteem of students.

Aboriginal education

K-6 students participated in a range of learning programs that enhanced their understanding of Aboriginal education and culture. In 2011 these included:

- Acknowledgment of NAIDOC Week and a visit from an Aboriginal performer to demonstrate and teach 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 and a 0.5 staffing supplementation for supporting refugee students;
- Community Language (CL) programs were organised for students whose first languages were Arabic, Chinese, Dari or Turkish. Students attended these classes for 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.

Respect and responsibility

Our school values of respect, honesty, fairness, friendship, responsibility and kindness have become imbedded in all school programs. Students receive commendation awards based on these values.

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

Other programs

Auburn North Curriculum and Learning Innovation Centre (ANCLIC)

In 2011, the Library was renamed the ‘Auburn North Curriculum and Learning Innovation Centre’ (ANCLIC). The aligned ANCLIC and ‘Auburn North Technology Education Centre’ (ANTEC) programs promote student engagement by providing quality collaborative team teaching practices that embed technology into teaching and learning.

Successful library programs included:

- ‘Locked in Literacy’, where classes were timetabled to learn in the ANCLIC on a fortnightly basis for 2 hour sessions, with class teachers and the Teacher Librarian involved in the planning, teaching and assessment of activities;
- Learning focused on embedding technology into integrated literacy sessions and explicit teaching of the Information Skills Process. This included note-taking, website evaluation, an explicit bibliography program, research, blogging, readers theatre and literature appreciation;
- 100% of students participated in ‘National Simultaneous Story Time’ which is 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, classroom visits and collaborative art displays based on the shortlisted picture books;
• The ABC’s ‘First Tuesday Book Club’ interviewed 10 students about their favourite books for their Summer Series television program;

• 73% of students participated in the Premier’s Reading Challenge and 30 students were acknowledged with a ‘Gold Award’ for 4 consecutive years completing the challenge;

• The library links website and blog enabled students to access quality sources of information and assist with research tasks. The library blog provided an opportunity for students to read, respond and reflect on their learning; and

• The development of an ANCLIC wiki for collaborative programming and communication where staff reflected and shared successful strategies and provided lesson feedback resulting in ‘Best Practice’ quality teaching and learning; and

• Writing Workshops conducted by Deb Abela and a ‘Master Class’ funded by the ‘Children’s Book Council of Australia’ provided students with an opportunity to meet a quality Australian author and learn the skills, strategies and processes involved in developing creative writing skills.

Community Festival Day

Community Festival Day is now a bi-annual event and was held in October. Over 450 parents and community members joined the entire school to celebrate our cultural diversity. Students had the opportunity to perform in two concerts with dances representing the school’s cultural groups including African, Afghanistan, Arabic, Chinese, Indian, Pakistan and Turkish as well as performances from the school’s senior and junior dance groups and the school’s choirs. Another highlight of the day was the multicultural lunch with food provided by our families and then proudly served to all by many parent volunteers.

Parents serving food to a student during the Community Festival Day lunch.

Auburn Schools as Community Centres Project (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. Some of the initiatives in 2011 have been the following:

• Weekly playgroup each Tuesday with 61 families registered;

• Weekly playgroup each Wednesday for children with developmental needs. This group is facilitated by the Families NSW Early Education Mobile Playgroup Service with a Speech Pathologist and Early Childhood Teacher on the team. 20 families were registered;

• Weekly breakfast program for school age children with approximately 100 children each term;

• Monthly ‘Rhyme Time’ at Auburn Mega Mall accessing families outside the school community;

• A ‘Transition to School’ program held over 4 weeks for 12 children starting school in 2012 who had not previously attended any early learning centre;

• Vision screening by Auburn Community Health Centre with 30 children having their vision checked;

• ‘Paint Auburn RED’ Reading Day held at Auburn Central with the SACC Facilitator as the organiser. Over 200 people attended. This event was a joint project with Auburn Diversity Service, Auburn Council and other local businesses;
Weekly Afghan mother’s program including English class, mathematics class and computer class with 12 parents attending;

Mother’s day breakfast with 50 mothers attending;

Weekly cooking classes with 15 mothers attending;

Weekly craft group on Thursdays 10:30-12:00 with 10 mothers attending;

Father’s Day afternoon tea with 11 fathers attending; and

Parent excursions each term including visits to Manly and the Pitt St Mall with 15 mothers attending.

Christine Daugotis, coordinator of Harmony House, with Mrs Barbara Perry, MP and Auburn North PS families.

Cooling Conflicts

Our school received funding to support the Cooling Conflicts program. Two additional primary teachers were trained to deliver the program, which raised our total number of trained teachers to six. The program was taught to all stage two classes as part of the semester two drama unit. Some stage three classes also participated consolidating their leadership skills which they had developed in the Peer Support program.

Public Speaking

Auburn North Public School recognised the importance of students learning to speak in front of an audience in a positive environment. All students in Kindergarten-Year 2 were taught how to present a prepared speech which included a grade competition in the school hall where students spoke using a microphone. All 3-6 teachers and students were taught strategies to deliver an impromptu speech. In term two, each grade from Years 3-6 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 a class debating competition.

Progress on 2011 targets

Target 1: To improve literacy outcomes for all students.

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

- All new staff trained in Focus in Reading techniques including ‘Super Six’ comprehension strategies;
- All staff trained and supported in implementing the whole school literacy proforma with a focus on explicit literacy instruction including modelled, guided and independent;
- Improved teacher knowledge of programming strategies including backward mapping supported through collaborative planning with evidence shown in all teaching and learning programs; and
- NAPLAN results showing Year 5 students achieved above the state average growth in reading by 18.8 points.

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

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

- All staff being trained by the regional Mathematics consultant with staff developing a deeper understanding of the Mathematics continuum, as was evident in teaching and learning programs;
- K-4 teachers being trained by the PSP Mathematics consultant in CMIT strategies resulting in teachers becoming more confident in grouping students and successfully assisting students’ progress along the Mathematics continuum;
Focus on consistency of teacher judgment through discussion of work samples and school-based data at weekly stage meetings; and

NAPLAN results showing 50% of students in Year 3 and Year 5 achieving in the top three bands.

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

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

- Leaders assisted all teachers to develop high quality and consistent programming and evaluation expectations and practices with an emphasis on teachers developing individual learning programs for each student, accurate evaluation of each student’s progress, and the implementation of systematic monitoring of these practices to facilitate on-going development of programming and evaluation skills.

- Leaders assisted all teachers to improve consistent teacher judgment of student work samples and school-based assessment data, as measured through stage and teacher surveys;

- Leaders assisted all staff to effectively track school-based data using ‘Edupro’ with further training to include positive and negative aspects of welfare;

- Leaders received training and development in mentoring strategies and techniques to engage teachers in practical and purposeful discussions to improve programming and teaching practices;

- All teachers received improved feedback/feedback forward from their leaders each term; and

- All leaders attended a workshop by Michael Fullan on ‘Motion Leadership’ resulting in increased leadership skills and understanding to implement whole school changes to improve teaching practice and student learning outcomes.

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 2011 our school conducted evaluations of Teaching and Information Communication Technologies (ICT) in Literacy and Numeracy.

Educational and management practice

Teaching

Background

In 2011, the school continued their inclusion in the ‘Low ‘SES School Communities National Partnership Reform Extension Initiative’ under the following reforms:

a. Reform 1: Interventions to attract higher performing teachers and principal.

b. Reform 4: Providing innovative and tailored learning opportunities.

Findings and conclusions

An extensive situational analysis was conducted by the school’s Situational Analysis Team. Data was gathered using external and school-based sources and using surveys and interviews. The following information was gathered.

Data was gathered under the following headings:

a. ‘Teaching and Learning’

b. ‘Assessment of Student Learning For Future Teaching and Learning’

c. ‘Leadership, School Culture and Communication’

Findings from the Situational Analysis included:

a. ‘Teaching and Learning’

- 90% of teachers, 93% of parents and 91% of students believed that the school caters for the learning needs of all students.

- The majority of teachers stated that they had a deep knowledge of the English and Mathematics continuum for the stage/s they taught.

- 95% of teachers, 89% of parents and 84% of students indicated that there is a balance of independent and group learning activities.
• 87% of students stated that they had access to teaching support from someone other than their class teacher.

• The majority of teachers stated that Locked In Literacy (LIL) was very effective and was critical to their literacy program and its effectiveness.

b. Assessment for Student Learning and Future Teaching and Learning

• The majority of teachers indicated that they were using learning intentions and success criteria for most of their lessons.

• Most students stated that they understood how best to improve their learning.

c. ‘Leadership, School Culture and Communication’

• 91% of teachers, 98% of parents and 85% of students indicated that school leaders inspired and motivated teachers and students.

• Most teachers stated that participating in feedforward meetings made them more reflective and motivated to improve their teaching practice and inform their future programming.

• Most teachers valued EduPro as an effective tracking system for student achievement data.

Future directions
The two main future directions for 2012 are:

• Incorporate time for teachers to reflect on their teaching practices and to further develop consistent teacher judgment in stage meetings; and

• Increase the number of feedforward meetings.

Curriculum
 ICT in Literacy and Numeracy

Background
An ICT Mentor position was created through the PSP staffing allocation of 0.5 to support teachers and students to access ICT in literacy and numeracy sessions.

The educational paraprofessional supported the school in the management and purchasing of all technology. As well, staff were trained to effectively implement EduPro, a tracking system to monitor school-based data.

Findings and conclusions

Results of staff surveys indicated that:

• 100% of staff felt that the school needed to continue to purchase additional resources to support teaching with ICT and that further training and development opportunities were needed to implement ICT in literacy and numeracy more effectively;

• 100% of staff have access to IWBs in the ANTEC and ANCLIC and 65% of classrooms now have an IWB compared to 40% last year;

• 100% of classrooms now have 2 computers and are used effectively by teachers and students; and

• 96% of staff use Sentral regularly to assist with communication and data entry of student results.

Results of student surveys indicated that:

• 100% of K-6 students surveyed had accessed ICT in their classroom, the Auburn North Technology Education Centre (ANTEC) and the ANCLIC. 100% of students had accessed an Interactive Whiteboard (IWB) from one or more of these learning spaces.

Results from the improvement of the school’s website indicated that the number of visitors viewing the site has increased from 80 to 800.

Future directions
In 2012, the school will:

• Install additional IWBs with every class having classroom access within 3 years;

• Continue on-going training and development for staff to improve teachers’ capacity to integrate ICT into literacy and numeracy teaching and learning programs;

• Train all staff in using EduPro to track and monitor student achievement;

• Train all staff in using BlogEd as a literacy and reflection tool; and
• Train staff in improving the use of Excel for numeracy.

Parent, student, and teacher satisfaction

In 2011, the school sought the opinions of parents, students and teachers regarding the school. Data was collected from surveys conducted for the National Partnership Low Socio-economic Communities Reform Extension Initiative (LSES RE1).

Some of their responses are presented below.

Feedback from teachers indicated high levels of satisfaction with the school including:
• 100% of teachers indicated that the school knows about the parents and the community which it serves;
• The majority of teachers stated that they used work samples and assessment data to discuss ideas of how to improve and inform students about their progress; and
• 98% of teachers set academic, social, emotional, moral and behavioural goals which related to the school mission statement.

Feedback from students indicated high levels of satisfaction within the school including:
• The majority of students stated that teachers informed them if they had improved in their learning;
• 98% of students felt that their teachers assisted them to do their best; and
• 98% of students believed that teaching programs were interesting and catered for their learning needs.

Feedback from parents indicated high levels of satisfaction within the school, including:
• The majority of parents stated that the school understands about parents and the community which it serves;
• 93% of parents believed that Auburn North Public School caters to the learning needs of all students; and
• 98% of parents felt that they were very satisfied with the quality of learning programs in classrooms.

Professional learning

All teachers participated in a range of professional learning activities throughout the year. These activities were funded by LSES RE1 ($54 480), Teacher Professional Learning (TPL) ($20 587) and Priority Schools’ Program (PSP) ($41 753). 48 full-time and part-time teachers received an average of $600 towards their professional learning. The main areas of focus in 2011 included:
• Development of explicit quality criteria in all lessons;
• The development of principal/teacher and teacher/student feedback and feedforward sessions;
• Training all teachers to use ESL Scales as an assessment and programming tool;
• Developing each teacher’s skills in numeracy in areas such as moderating work samples, ongoing assessment, and working mathematically; and
• Further developing the school’s leadership density and leadership capacity which focused on further improving leadership knowledge, skills and abilities.

There were 3 Early Career Teachers working towards accreditation and 8 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.

School priority 1

Literacy and Numeracy

Outcome for 2012–2014

Improved Literacy and Numeracy outcomes for all students.

2012 Targets to achieve this outcome include:
Reading:
• Increase the percentage of students in Year 3 achieving at or above the minimum standard
in NAPLAN reading from 92% to 94.5% in 2012;

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN reading from 27% to 29.5% in 2012;

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 83% to 88% in 2012.

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN reading from 12.5% to 17.5% in 2012;

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 59% to 64% in 2012; and

• Increase the percentage of students achieving expected grade reading levels to 90%.

Spelling:

• Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN spelling from 92% to 94.5% in 2012;

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN spelling from 43% to 45.5% in 2012;

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN spelling from 92% to 97% in 2012;

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN spelling from 26% to 31% in 2012;

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN spelling from 56% to 61% in 2012; and

• Increase the percentage of students achieving expected grade spelling levels to 90%.

Numeracy:

• Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN numeracy from 91% to 93.5% in 2012;

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN numeracy from 32% to 34.5% in 2012;

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN numeracy from 93% to 98% in 2012;

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 62% to 67% in 2012; and

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN numeracy from 20% to 25% in 2012.

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

• Program literacy and numeracy ‘concept packets’ effectively using backward mapping on the literacy and numeracy continuums, including Best Start (trial with Stage 2 and 3);

• Trial locked-in numeracy time;

• Review and modify K-6 numeracy programming proforma;

• Program and implement CMIT and Counting-On effectively in all classrooms, with a focus on catering to the needs of at-risk students; and

• Train teachers in using online programs and interactive whiteboards more effectively to improve student learning outcomes.

Our success will be measured by:

• Improved explicit teacher programming, assessment and differentiated classroom practice in numeracy, resulting in 90% of students achieving stage-appropriate outcomes, according to school-based data;

• Improved NAPLAN results including:
  - the percentage of students in year 3 achieving at or above the minimum standard in NAPLAN numeracy increased from 91% to 93.5% in 2012;
  - the percentage of students in year 3 achieving proficiency in NAPLAN
Numeracy increased from 32% to 34.5% in 2012;
- the percentage of students in year 5 achieving at or above the minimum standard in NAPLAN numeracy increased from 93% to 98% in 2012;
- the percentage of students in Year 3 achieving proficiency in NAPLAN numeracy increased from 20% to 25% in 2012; and
- the percentage of all Year 5 students who achieve expected growth between year 3 and year 5 in NAPLAN numeracy increased from 62% to 67% in 2012.

School priority 2

Student Engagement and Attainment

Outcome for 2012–2014

Increased student engagement

2012 Targets to achieve this outcome include:

- Increase the average student attendance rate to equal or exceed 94%;
- Improve social and emotional wellbeing and skills for life for every student with a decrease in negative behaviours as recorded on tracking system (SENTRAL) by 2.5%;
- Increase student access to ICT in the connected classrooms and ANCLIC and facilitate 4 classrooms to be upgraded with interactive whiteboards;
- Increase participation in a range of quality student wellbeing and transition programs;
- Increase numbers of parents accessing opportunities created by the school (Community Festival Day, Parent Training Workshops); and
- Increase levels of positive parent feedback through whole school evaluation processes.

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

- Coordinate attendance tracking and reward system by School Administrative Officer (SAO);
- Review negatives of discipline policy with ‘No Play’ room procedures modified;
- Facilitate continued engagement of 2 Community Liaison Officers (CLOs) to support parents to actively participate in their children’s learning and in the operation of their school; and
- Facilitate communication and feedback about parent programs between the school and Harmony House.

Our success will be measured by:

- Student attendance rate to equal or exceed 94%;
- A decrease in the lateness of students by 5% as indicted through data shown on Webattend;
- The school’s discipline policy revised and a clear understanding of negative behaviours and procedures for consequences by all teachers; and
- Increased communication and feedback between the school and Harmony House.

School priority 3

Leadership and Management

Outcome for 2012–2014

Increased leadership capacity, density and skills for all leaders.

2012 Targets to achieve this outcome include:

- Increase leadership density and capacity;
- Increase leadership capacity of school leaders to drive school improvement;
- 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 as a result of high quality leadership;
- Increase Early Career Teachers’ success in their beginning years of teaching as a result of increased quality leadership;
- Increase the quality of technology in learning programs as a result of high quality leadership; and
• Increase management skills and capacity of school leaders to drive school improvement.

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

- Leadership team (LT) and ECT Teacher Mentor to mentor ECTs utilising:
  - Observation of colleagues;
  - Observation of leaders;
  - Orientation programs;
  - Demonstration lessons;
  - Accreditation; and
  - Maintenance.

- Develop leadership capacity and skills by facilitating LT to lead whole school programs including:
  - Welfare;
  - Teacher Professional Development;
  - Stage/grade facilitators;
  - IMPAQT; and
  - STLA.

Our success will be measured by:

- Growth in leadership density and capacity with new leaders confident to accept responsibilities in management and leadership and success in driving school improvement;

- Early Career Teachers achieve success in their beginning years as measured through feedback and professional discussions;

- Teachers more confident in the use of various technology as evident in their teaching and learning programs;

- Leaders shown to drive school improvement through progress in student learning outcomes as evident in NAPLAN results and school based data and the successful implementation of whole school programs.

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**School priority 4**

**Curriculum and Assessment**

**Outcome for 2012–2014**

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

**2012 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; and
- Increase student learning outcomes through strategic planning in literacy and numeracy.

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

- Ongoing collaborative planning for all stage groups once per term to design integrated literacy and numeracy packets using backward mapping that demonstrates consistent teacher judgment, rubric designed assessment tasks, and addresses areas of focus from NAPLAN and school based data; and
- Promote appropriate and contextually relevant feedback/feedforward between leaders and teachers to improve student learning outcomes.

Our success will be measured by:

- All stages implemented integrated literacy and numeracy packets during collaborative planning and address areas of focus from NAPLAN and school based data with evidence in teaching and learning programs;
- Leaders meet with teachers to provide comprehensive feedback to drive future programming and improvement in student learning outcomes; and
- All students developed skills to self-assess their own learning and confidence in articulating their learning goals to teachers in feedback/feedforward sessions and in 3 way conferences with teachers and parents.
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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Diane Donovick, Deputy Principal
Sophie Paterson, Highly Accomplished Teacher
Danielle Tukuafu, Assistant Principal
Althea Lavulavu, Assistant Principal, Relieving
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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: