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 578 students enrolled at Auburn North Public School in 2013. 97.2% 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 Dari, Urdu, Arabic, Chinese, and Turkish. The school continues to enrol refugee students, primarily from Afghanistan and Pakistan. These students represented 12% 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 technology across all learning areas. 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. 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:

- Priority Schools’ Program (PSP)
- Teacher Mentor Program
- New Arrivals Program.

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 2013

According to school-based data and external data (NAPLAN), our students and school achieved high quality outcomes in a wide range of areas. In 2014, 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

Our multi-award winning Auburn North Public School Learning Community, the school community that provides ‘The Best of All Worlds’, is an outstanding NSW public school community and is one of Australia’s most multicultural school communities. Our students come from more than 50 different countries and speak more than 35 different languages.

At Auburn North, we believe our diversity is our strength. All members of our school learning community take great pride in their own and each other’s cultures. The relationships between all members of our community are based on our shared values of respect, fairness, kindness, honesty, friendship, and responsibility.

We believe that our learning community is something special, something wonderful, and something exceptional. We believe that our school community serves as a model for what education can become in terms of producing social, emotional, and educational equity and is a living, dynamic celebration of mutual respect, harmony and unity.
Our community’s mission is to assist each student to not only reach but actually exceed their full potential **academically, socially, emotionally, physically, and creatively** utilising world’s-best leadership, teaching and learning programs and practices. Our excellent 2013 school-based and NAPLAN results demonstrate that the quality of our leadership, teaching and learning practices are exemplary.

**Mark Harris, Principal**

---

**P & C message**

2013 was a productive year for the Auburn North Public School P&C who worked closely with teachers, parents and the local community.

The P&C met twice a term on Tuesday mornings with at least 15 parents in attendance at each meeting.

The P&C was an active body in the school community, with members involved as parent helpers in various school activities throughout the school year including at the K-6 Cross Country Carnival, Athletics Carnival and Community Festival Day. Parents are very excited to be involved in planning a number of future initiatives, including a community fair day to be held at the school in Semester 2 of 2014.

Fundraising events in 2013 included the Mothers’ Day and Fathers’ Day gift stalls, raising over $1500 while providing a variety of quality gifts for students to give their parents. There was also a BBQ and cake stall in Term 4 which raised over $1000. Part of these funds were used to purchase an iPad for use in classrooms as well as to update our subscription to the P&C Federation. In addition, the P&C contributed to the cost of the school security system which included intercoms and were installed in Term 4.

Continuing initiatives implemented in 2010, the P&C subsidised the cost of the Year 6 graduation T-shirts. Two Year 6 students were recipients of the ‘Forward Award’ and the ‘Mark Harris Citizenship Award’ at the Annual Presentation Assembly.

**Zenna Diab, President**

**Student representative’s message**

The Student Representative Council (SRC) was organised for students to discuss ideas to further improve our school and raise money for charity. Twelve students from Years 2 to 6 were elected as representatives and, along with the captains and prefects, met for meetings on a weekly basis. Major achievements in 2013 included the ‘Guess the Baby’ competition held during Community Festival Day. To support CANTEEN, the SRC sold bandanas on Bandanna Day and raised over $1,000.

**Sakeena Zreika and Joanne Zreika**

**SRC representatives in 2013**

**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>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>329</td>
<td>319</td>
<td>291</td>
<td>279</td>
<td>300</td>
<td>272</td>
<td>279</td>
</tr>
<tr>
<td>Female</td>
<td>335</td>
<td>312</td>
<td>286</td>
<td>268</td>
<td>294</td>
<td>284</td>
<td>299</td>
</tr>
</tbody>
</table>

---

**Peer Support Group**
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 2013 Class Size Audit.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2Q</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3O</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/3M</td>
<td>3/4</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4I</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/4V</td>
<td>5/4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6/5I</td>
<td>5/6</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>6B</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

KL celebrating National Simultaneous Storytime.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>95.1</td>
<td>95.2</td>
<td>93.4</td>
<td>95.4</td>
<td>95.4</td>
</tr>
<tr>
<td>1</td>
<td>93.2</td>
<td>94.1</td>
<td>94.0</td>
<td>95.3</td>
<td>95.3</td>
<td>95.3</td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>95.0</td>
<td>94.4</td>
<td>96.7</td>
<td>96.6</td>
<td>96.6</td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>95.4</td>
<td>95.9</td>
<td>95.9</td>
<td>95.4</td>
<td>95.4</td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>96.1</td>
<td>94.5</td>
<td>96.8</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>95.0</td>
<td>95.4</td>
<td>96.1</td>
<td>97.2</td>
<td>97.2</td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>96.5</td>
<td>95.6</td>
<td>96.6</td>
<td>93.6</td>
<td>93.6</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>
<td>95.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2013, the school continued to track student attendance through WebAttend, an on-line system for monitoring attendance. Many strategies were used to improve attendance, including:

- 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 1 day per week to assist in the monitoring and management of attendance.
- Phone calls and interviews were conducted by the Deputy Principal and SAO (Attendance) and Home School Liaison Officer (HSLO) with families whose children’s attendance rates were unsatisfactory or whose children were frequently late.
- Parents were informed through school newsletters, parent/teacher conferences and at morning assemblies of the importance of regular school attendance.
- Several families were supported from HSLO, the School Counsellor, Learning and Support team members and staff from other agencies to ensure their children attended school on a regular basis.
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 Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Priority School Funding</td>
<td>1.0</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>Learning and Support</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>4.4</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teachers of Hearing</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>45.07</strong></td>
</tr>
<tr>
<td>Primary General Assistant (GA)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative</td>
<td>3.062</td>
</tr>
<tr>
<td><strong>Total Non-Teacher Entitlement</strong></td>
<td><strong>4.062</strong></td>
</tr>
</tbody>
</table>

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

In 2013, there were no staff members from an Indigenous background.

Staff retention

Staff retention has continued to remain high although there were 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 2013.

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.

Qualifications % of staff
Degree or Diploma 85%
Postgraduate 15%

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>279135.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>369849.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>424040.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93526.80</td>
</tr>
<tr>
<td>Interest</td>
<td>10851.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17498.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>915766.12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30798.07</td>
</tr>
<tr>
<td>Excursions</td>
<td>15123.46</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>63727.97</td>
</tr>
<tr>
<td>Library</td>
<td>4192.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7237.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>341078.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>40872.60</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>113206.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>94489.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>53016.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>24614.05</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>788357.35</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>406544.04</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2013 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 2013

Achievements

Awards

Auburn North PS was the proud recipient of two significant awards in 2013.
The first award was the ‘Regional Award for School Excellence in Staff Professional Learning’. This was presented at the annual regional awards ceremony in November in recognition of our exemplary differentiated professional learning programs for all staff. This was the second consecutive year we have received this award.

The second award presented on the same night was ‘The Regional Award for School Excellence in Increased Parental Engagement in Supporting their Child’s Learning’ in recognition of our outstanding parental participation in education programs and in Harmony House programs.

Partners for Learning – ESL Project

In 2013 our school received funding from the DET’s Equity Program to implement a parent participation project. The aim of the project was to develop the capacity of parents to support the learning needs of their children. The project incorporated two aspects:

- a series of four seminars targeting parents of students in Years K-6; and
- a school transition program for 2014 Kindergarten enrolments who had not previously attended any form of early childhood education.

Arts

Dance

In 2013, students had the opportunity to participate in two spectacular dance events. They involved:

- 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 2013, students in the senior choir had the opportunity to participate and perform in the Granville Districts ‘Our Spectacular’ at the Sydney Opera House. Eighteen boys and girls rehearsed weekly and were trained to sing songs for the Spectacular’s theme of the ‘Electrifying Eighties’.

ANCLIC/ANTEC

The effective integration of authentic ICT into literacy and numeracy programs has been the focus this year in the ANTEC and ANCLIC. The integrated ‘Auburn North Curriculum and Learning Innovation Centre’ (ANCLIC) and ‘Auburn North Technology Education Centre’ (ANTEC) programs successfully provided high student engagement, smaller group interaction and quality team teaching practices that embed technology into the teaching and learning.

Successful ANCLIC/ANTEC programs have included:

- ‘Locked in Learning’ for all classes, where every week for two hours, students participated in small group learning and were provided with quality teaching and learning programs with two classroom teachers and the computer coordinator.
- Integration of literacy and numeracy learning and a focus on embedding authentic technology into every session with explicit teaching of the Information Literacy Skills Process.
Literacy sessions included research, note-taking, reader’s theatre, explicit grammar, spelling and comprehension activities and strategies, poetry, public speaking and literature appreciation.

The continuation of the use 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’ in quality teaching and learning.

The entire school 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. This year’s book was, “The Wrong Book” by Nick Bland.

The ‘Children’s Book Council of Australia Book Week Celebration’ included a character parade, classroom visits with mystery readers, a poetry writing competition and class art displays based on the shortlisted books for 2013.

For the second consecutive year, every student at ANPS received a total of nine books and three book bags as part of the ‘Books in Homes’ program. This program encourages students to actively read books at home by providing quality literature. ‘Books in Homes’ is sponsored by the University of Western Sydney.

The explicit teaching of Information and Communication Technology (ICT) skills included keyboard and mouse skills for Kindergarten, using Excel, Word, SMART Notebook and PowerPoint, web 2.0 tools such as StoryBird, digital storytelling, website evaluation skills, digital citizenship and social media through Edmodo, research skills and practice, blogging and comprehension through visual literacy for Years 1-6.

255 students participated in the Premier’s Reading Challenge and 30 students were acknowledged with a ‘Gold Award’ for completing the challenge for four consecutive years.

The Library Links website enabled students to access quality websites to continue to practice skills learnt at school whilst at home, and sources of information to assist with research tasks.

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 ‘Jump Rope for Heart’ Day. Students learnt various skipping activities through their weekly fitness programs in Terms 3 and 4 and then participated in a number of skipping activities throughout the Jump Rope day. The highlight was the ‘Jump Off’ competitions.

K-6 class weekly fitness and sports programs.

New South Wales Primary Schools Sports Association (NSWPSSA) programs, with junior netball, junior and senior newcombe ball, junior AFL and junior and senior cricket teams all reaching the semi-finals. The junior and senior cricket teams both won their finals.

K-6 cross country carnival, with 38 students representing at zone level and 6 students advancing to the regional level.

K-6 athletics carnival, with 44 students representing at zone level and 6 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.

Stage 3 Greater Western Sydney (GWS) Giants ‘Learn to Play AFL in School Program’, involved 100 non-PSSA students during Term 2. Students learnt fundamental AFL skills and participated in an in-school round robin competition.
- Stage 3 Sydney Thunder basic cricket skills program, involved 100 non-PSSA students during Term 3. Students were taught fundamental cricket skills from a qualified cricket trainer from Sydney Thunder.

- Stage 2 Western Wanderers sport clinic, involved 50 Stage 2 students. Players from Western Sydney Wanderers worked with students to develop basic soccer skills.

- GWS Giants after school clinic, involved 240 students from K-6 for an after school program. The program was designed to introduce students to AFL.

- The ‘Active After Schools Sports Program’, (AASSP) which was funded by the Federal Government. 50 students in K-2 participated each Wednesday after school and 50 students in 3-6 participated each Monday after school for seven weeks each term. Students participated in a variety of sporting activities including indoor hockey, Frisbee games, tennis, rugby league, AFL and netball.

**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 2013, 69 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 2013 NAPLAN literacy results:

- 71% of students achieved in the highest two bands (Bands 5 and 6) in writing;
- 100% of students achieved at or above national minimum standard in spelling;

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Number in Bands</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>11.6</td>
<td>21.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.5</td>
<td>11.4</td>
<td>16.8</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>11.3</td>
<td>11.5</td>
<td>26.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.4</td>
<td>6.4</td>
<td>18.4</td>
</tr>
</tbody>
</table>

- 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;
- further develop a K-6 scope and sequence in order to effectively implement the new Australian curriculum from 2014; and
- increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading from 89% to 91.5% in 2014.

**Numeracy – NAPLAN Year 3**

In 2013, 69 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:

- 91% of students achieved at or above national minimum standard in numeracy;
• 24.5% of students achieved in the top two bands (Bands 5 and 6);

• 65.3% of students achieved in the top three bands (4, 5 and 6); and

• students demonstrated the necessary skills to use an alphanumeric grid to locate position, add two amounts of money, make a geometrical pattern and match ‘more’ and ‘fewer’ to quantities with names.

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

• continue to develop differentiated CMIT lessons in number;

• continue to develop and implement effective consistent teacher judgment 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’ in all K-6 classes;

• continue to effectively utilise specialist 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 math’s concept; and

• increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN numeracy from 95% to 97.5% in 2014.

### Literacy – NAPLAN Year 5

In 2013, 69 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 2013 NAPLAN literacy results:

• 96.6% of students achieved at or above national minimum standard in reading;

• 94.9% of students achieved at or above national minimum standard in writing;

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>425.7</td>
<td>364.9</td>
<td>399.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>4.3</td>
<td>20.3</td>
<td>24.6</td>
<td>36.2</td>
<td>14.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>7.1</td>
<td>14.3</td>
<td>21.7</td>
<td>24.2</td>
<td>18.8</td>
<td>14.0</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>7.2</td>
<td>15.9</td>
<td>32.3</td>
<td>26.4</td>
<td>13.4</td>
<td>4.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>22.7</td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
</tr>
</tbody>
</table>

- 86.2% of students achieved at or above national minimum standard in spelling;
students demonstrated the necessary skills
to infer the meaning of a phrase in an
information text, evaluate whole text to
make a judgment 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 training and development for 3-6
  staff in the effective use of Planning Literacy
  and Numeracy (PLAN) software in 2014;

- further develop a K-6 scope and sequence in
  order to effectively implement the new
  Australian curriculum from 2014; and

- increase the percentage of students in Year 5
  achieving at or above the minimum standard
  in NAPLAN reading from 82% to 87% in
  2014.

**Numeracy – NAPLAN Year 5**

In 2013, 58 Year 5 students sat NAPLAN, 98% of
whom were students with a language
background other than English (LBOTE). The
following is an analysis of Year 5 2013 NAPLAN
numeral results:

91% of students achieved at or above minimum
standard in numeracy;

- 44.8% of students achieved in the top three
  bands (bands 6, 7 and 8);

- 10.3% of students achieved in the top two
  bands (bands 7 and 8); and

- Students demonstrated the necessary skills
to use coordinates to identify the contents
of a spreadsheet, use inverse operations to
solve multistep problems and find the
difference between two four-digit numbers.

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 utilise specialist
  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 91% to 93.5% in 2014.

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 2.1 points.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.0</td>
<td>92.8</td>
<td>93.8</td>
<td>87.8</td>
</tr>
<tr>
<td>SSG</td>
<td>81.0</td>
<td>75.8</td>
<td>79.5</td>
<td>87.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

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 spelling by 15.2 points.

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.1</td>
<td>78.2</td>
<td>98.3</td>
<td>99.7</td>
</tr>
<tr>
<td>SSG</td>
<td>85.6</td>
<td>80.3</td>
<td>94.4</td>
<td>87.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
</tr>
</tbody>
</table>

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 0.4 of a point.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.5</td>
<td>111.9</td>
<td>84.6</td>
<td>90.1</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
<td>94.6</td>
<td>92.6</td>
<td>79.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

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>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>92.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>84.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>81.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 6 students in Year 3 and 7 students in Year 5 who were exempt from taking NAPLAN. There was 1 Year 5 student who was withdrawn by his parents 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>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**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 (0.5 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 (0.5 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 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.

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 2013 with:

- All K-4 teachers trained or received training to consolidate their learning in Count Me in Too (CMIT).
- Re-aligned school scope and sequence with school targets in literacy and numeracy to effectively track and monitor student achievement of grade targets through the utilisation of Edupro software.
- Designed and reviewed 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.
- Purchased and effectively utilised subscription to ‘Reading Eggs’ for the K-2 students and ‘Reading Eggspress’ for 3-6 students to provide rich learning experiences for students and to facilitate achievement of K-6 reading targets.
- Purchased and effectively utilised subscription to ‘Mathletics’ for K-6 students to provide rich learning experiences for students and to facilitate achievement of K-6 numeracy targets.
- All 3-6 teachers trained or received training to consolidate their learning 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 judgment and using backward mapping techniques to collaboratively planned explicit lessons in all strands of mathematics.
• Progress in student outcomes across the school, which is evident in tracking of school targets, school based benchmarking data, Best Start data and NAPLAN data.

• 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.

• 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 one day per week to assist with the monitoring of student attendance. The 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 six permanent and six 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. In 2013, six Early Career Teachers were provided with support and achieved their accreditation at the level of Professional Competence.

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 2013, these included:
acknowledgment of Harmony Day as well as an assembly address from SaCC’s Aboriginal liaison officer and ANPS Aboriginal students celebrating and sharing Aboriginal culture through dance, music and storytelling opportunities to celebrate NAIDOC week; and

integrated literacy and Human Society and Its Environment (HSIE) programs with students learning about Aboriginal history, culture and contemporary issues.

The Primary Intensive English Program (PIEP) For Refugee Students

A qualified ESL teacher provided intensive English support for newly arrived refugee students in Years 3-6. The program included nine students with minimal English who could not read or write in their first language, and had minimal or no schooling prior to coming to Australia. The program also included five students who were in the PIEP program in 2012 and still required intensive support in literacy skills. In Term 4, six newly arrived refugee students joined this group. In Term 4, 19 out of the 22 students in the New Arrivals class were refugee students.

The focus of the PIEP program was to help refugee students feel safe within their school environment and to develop their literacy, numeracy and technology skills. Refugee students who arrived at the beginning of the year or Term 2 with little English have improved by at least two levels in their oral language, according to the ESL Scales. Reading levels also significantly improved from approximately five to 15 levels.

The PIEP program supported refugee students and their families. To assist with this process, a School Language Support Officer (SLSO) with Dari language ability, was employed. The SLSO and PIEP teacher were involved in the enrolment process of refugee students.

The PIEP teacher and SLSO organised 20 ‘Learning for Life’ scholarships, funded by the Smith Family.

The PIEP teacher implemented the ‘Teaching English Language Learners’ (TELL) program with 12 Auburn North teachers participating in 24 accredited hours of professional development. The TELL program examines effective strategies to support EAL/D learners.

Multicultural education

97.2% 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 4.4 ESL teacher positions as well as some supplementation for new arrivals students in Terms 2, 3 and 4, and a 0.5 staffing supplementation for supporting refugee students through the Primary Intensive English Program.

One Dari speaking support officer was employed to assist the new arrivals program in the morning session and students on Individual Learning Plans during the remainder of the school day.

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 these cultures.
The PIEP teacher coordinated the SPARK after-school-homework-centre program held at the school. This program was organised by St Vincent De Paul with 28 refugee students in Years 3-6 receiving one-to-one tutoring each Wednesday afternoon.

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, their parents and their teachers at the end of the school year.

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

This year there was a 10% increase in the number of students attaining 60 commendations and celebrating their achievement at a morning tea with their family, teacher and principal.

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

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

Initiatives for 2013 have included:

- Employment of an Aboriginal liaison officer who organised a ‘Yarn Up’ or get together for Aboriginal families and a NAIDOC Week assembly.

- Breakfast program for children at Auburn North was provided each Monday morning with approximately 100 different children attending the program each term.

- Weekly playgroup sessions including craft, music, story time, nursery rhymes and cooking activities with 30 plus parents and their children attending on Tuesday mornings.

- ‘Sports Education’, a new program for three to five year olds, in partnership with Early Education Intervention Service, provided a focus on gross motor skill development with 25 children attending.

- ‘Protective Behaviours’ workshop was provided in collaboration with Brighter Futures and Child Abuse Prevention Service targeting children aged six to eight years old with 15 children participating.

- ‘SHAPE Exercise and Nutrition’ program was provided to parents twice during the years with 20 mothers participating. As a result, 100% of women made some change in their life in their food choices or cooking, and all women introduced some form of physical activity into their lives. This was a joint program between SaCC and WentWest Health.

- Cooking classes continued with a group of 15 women attending each week.

- ‘Paint Auburn REaD’, an early literacy project, involved businesses in Auburn reading to children with more than 200 children attending on 7th November.

- ‘Outreach Story Time’ involved SaCC, Brighter Futures, Barnardos and Auburn Diversity Service providing story time to families held in community parks in Silverwater and Regents Park with 25 new families participating.

- Mother’s Day breakfast held at Harmony House with 30 women attending.

- Father’s Day breakfast held at Harmony House with 12 fathers and the school principal attending. Fathers reported that it was beneficial to meet other fathers at the school and to speak with the Principal of the school informally.

Public Speaking

In 2013 all students from K-6 took part in an in-school public speaking competition. The aim of this competition was to encourage positive attitudes towards learning English, to develop students’ ability to use language effectively and to enable critical reflection of how language works.
Every student was encouraged to prepare a speech on a topic of their choice and deliver it to their class. A class representative was then selected to compete against class representatives from within their grade to determine the most outstanding public speaker.

New Arrival students were given the opportunity to take part in this vital experience by speaking in their home language.

**Progress on 2013 targets**

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

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

- The percentage of students in Year 3 achieving at or above minimum standard in NAPLAN reading was 96.5%, an 8% increase from 2012 and 5.5% above our 2013 projected target.

- The percentage of students in Year 3 achieving proficiency in NAPLAN reading was 35%, a 9% increase from 2012 and 6.5% above our 2013 projected target.

- The percentage of students in Year 5 achieving at or above minimum standard in NAPLAN reading was 98.5%, a 15.5% increase from 2012 and 20.5% above our 2013 projected target.

- The percentage of students in Year 5 achieving proficiency in NAPLAN reading was 19%, a 5.5% increase from 2012 and 3% above our 2013 projected target.

- The percentage of students in Year 3 achieving at or above minimum standard in NAPLAN spelling was 100%, and 12.5% increase from 2012 and 10% above our 2013 projected target.

- The percentage of students in Year 3 achieving proficiency in NAPLAN spelling was 48%, a 6% increase from 2012 and 3.5% above our 2013 projected target.

- The percentage of students in Year 5 achieving at or above minimum standard in NAPLAN spelling was 94.8%, a 6.3% increase from 2012 and 3.8% above our 2013 projected target.

- The percentage of students in Year 3 achieving proficiency in NAPLAN numeracy was 24.3%, an increase in our 2013 target by 0.7% and 4.3% above the 2013 results.

- Leadership development programs enabled grade leaders to develop and implement grade-based, targeted literacy and numeracy training and development programs.

- All staff participated in high quality professional development in the areas of inferring, creative writing, the literacy continuum and the four forms of spelling.

- K-2 staff have participated in training sessions coordinated by Reading Recovery specialists.

- All K-2 staff were trained or received training to consolidate their learning in TEN and all 3-6 teachers were trained or refreshed in Counting On and Newman’s Error Analysis.

- All staff have participated in ongoing training and development in the area of reading records in order to ensure consistent teacher judgement in benchmarking students across the school.

**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:

- The average student attendance rate was .5 above the region and .3 above the state.

- 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 a portable Interactive Whiteboard installed in the Year 1-2 New Arrivals classroom and the purchase of stage sets of netbook computers.
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 and an increase of parents attending P&C meetings enabling parents to achieve a stronger connection to school.

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

Success in achieving this target was assisted by using PSP, TPL 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 all members of the distributed leadership team.
- An increase in the leadership capacity of school executive to drive school improvement with six grade leaders and one executive member successfully completing the seven-month ASAM Colloquium leadership development program.
- An increase in leadership capacity and skills with all members of the executive team participating in the ‘Change First’ leadership development program, enhancing their knowledge and skills in effectively leading and implementing change.
- An increase in the leadership skills of the school’s executive team to coach their teams as a result of their participation in the ‘GROWTH Coaching’ program.
- An increase in leadership capacity with two executive teachers facilitating professional development using social media.
- An increase in Early Career Teachers’ (ECTs) success in their first three years of teaching as a result of the school-based ‘Beginning Teachers’ Program’, coordinated by the school’s Teacher Mentor. ECTs also received formal and informal support at a grade level from their stage facilitator and stage leader; and
- 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 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 continued development and implementation of a differentiated, small group professional learning program in the areas that Professor John Hattie’s research demonstrate have the greatest effect on student learning. These include effect sizes, learning intentions, success criteria and feedback/feedforward.
- 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 create learning ‘packets’ which incorporate the ESL Scales, the NSW K-6 syllabus and the Literacy and Numeracy continuums.
- An increase in student learning outcomes through strategic planning in literacy, with school-based data indicating that there was an average of a 9% increase in students achieving grade reading targets as a result of professional development programs.
- An increase in student learning outcomes through strategic planning in mathematics, with school-based data indicating an average of 95% 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 TEN with 78% of students meeting school-based targets.
• 100% of Auburn North staff participated in ongoing training and development in the 2014 implementation of the Australian English Curriculum.

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.

Numeracy
Background
Results from the 2012 NAPLAN test and school-based data indicated the need for a mathematics review to objectively assess and analyse the teaching and learning procedures of mathematics across the school. This occurred in Term 3 and recommendations were developed by the review team.

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

Findings and conclusions
Results of staff surveys indicated that:

• 100% of staff surveyed stated that they differentiated their lessons to cater for student’s needs.

• 100% of staff indicated that they use learning intentions and success criteria during mathematics lessons.

• 82% of staff agreed that their mathematics lessons were protected learning time.

• 71% of teachers surveyed indicated that they incorporate problem solving into their mathematics lessons.

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

• 98% of students agreed that their teacher caters for different ability levels during mathematics lessons.

• 99% of students surveyed said that their teacher uses learning intentions and success criteria during math’s lessons.

• 96% of students surveyed stated that they were good at maths.

• 93% of students stated that they can reflect on their own learning and know what they need to keep working on.

Parent surveys and interviews revealed a range of information including:

• 93% of parents surveyed indicated that they understood how mathematics is taught at school.

• 94% of parents who responded agreed that their child’s teacher catered for the different ability levels in mathematics.

• 96% of parents who responded looked at the mathematics newsletter that is given out each term.

• 76% of parents who responded would like more training sessions in mathematics.

Future directions
In 2014, in the area of numeracy, the school will:

In 2014, the school will:

• ensure mathematics teaching time is protected from disruptions;

• provide further training and development for teachers in the area of mathematics;

• provide further information and training workshops for parents in the area of mathematics;

• modify mathematics newsletters to reflect the new syllabus and changes to scope and sequence;
• provide support for all classes in mathematics;
• continue to have a focus on learning intentions and success criteria;
• provide training in problem solving and increase classroom focus in problem solving; and
• continue to focus on student learning to include differentiation.

Learning

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 2013 our school evaluated ‘Learning’. There were 50 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 3-6 and 40 staff members who completed a written survey.

Findings and conclusions

Results of parent surveys indicated that:
• Auburn North provides their children with quality teachers, excellent learning programs and a variety of resources and Auburn North teachers make learning exciting and fun,
• The school has high expectations for each student and teachers discuss with students and parents about their learning on a regular basis, and
• Auburn North provides opportunities for parents to learn how to support their child in literacy, numeracy and in transitioning to Kindergarten.

Results of student surveys indicated that:
• Auburn North expects students to try their best at all times and to achieve beyond their full potential,
• All students are encouraged to take risks in their learning, to have-a-go and solve problems in different ways, and
• Students learn how to think about their learning and to look at their work over time to reflect on how they have improved.

Results of staff surveys indicated that:
• Auburn North supports on-going communication between school and home about student learning and the community has high expectations of their children,
• Teachers are asking students to reflect on their learning and engage in self-assessment, as appropriate to their stage of development, and
• Teachers Professional Learning (TPL) is highly engaging and effective to improve their teaching practice and all teachers collaboratively plan and share with their colleagues.

Future directions

In 2014, the school will:
• Provide further opportunities for students to reflect on their learning and to engage in self-assessment,
• Provide on-going support for parents to assist their child at home through literacy and numeracy training sessions and an engaging and interactive orientation program for all 2015 Kindergarten parents,
• Continue to provide all staff with mandatory training requirements of the DEC as well as learning opportunities in the new Mathematics and Science syllabus, and
• To ensure that staff are provided with professional learning in leadership development, expert teaching practices and current world research in education.

Parent, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. School satisfaction data was collected from surveys, formal interviews and informal discussions.
Their responses are presented below:

- Parents, students and staff are overwhelmingly proud of their school and agree that the school encourages students to learn and to achieve beyond their personal best.

- Parents responded that they are made to feel welcome to the school initially through the enrolment process and/or Kindergarten orientation. This supportive inclusion continues throughout the year with parent acknowledgement at morning assemblies, invitations to assemblies, special events and parent information sessions.

- Students believe that they are treated fairly by their teachers and that students are treated friendly and respectfully by each other.

- Students love going to school each day with parents believing that the school provides a safe and secure environment for their child.

- Staff feel that they are respected by students and parents and that they are valued as a teacher and a member of the school community.

The main areas of focus in 2013 included:

- Increased leadership capacity, density and skills with five members of the school executive participating in ‘Change First’ – a three day Change Leadership Development Program with leaders from the private sector.

- Increased leadership capacity, density and skills with one substantive Assistant Principal and six grade leaders successfully completing the eight month Australian School of Applied Management (ASAM) Colloquium in 2013.

- Five members of the executive team participated in the Growth Coaching International Model.

- A school-based leadership development program for executive and aspiring leaders each Monday afternoon.

- Five members of the executive team participating in the 2013 LEAP program.

- The continued development of feedback and feedforward sessions between principal, teacher and facilitator, principal and executive and teacher and student.

- Differentiated teacher professional learning for all staff utilising Professor John Hattie’s ‘Top 10’. Focus areas included student expectations, teacher clarity through learning intentions and success criteria, and rapid formative feedback. This award winning program was selected as the Director’s Choice for South Western Sydney Region in Professional Learning for the second consecutive year.

- English Curriculum training days including Teaching for the New Curriculum and five sessions to unpack and up-skill staff in the new English Syllabus.

- Auburn North Public School and Merrylands East Public School were successful with their application for an innovative grant for Teacher Professional Learning funded through AITSL. The innovation included using social media and Twitter to enable teachers to develop professional learning networks and engage in dialogue with educators throughout Australia.

Professional learning

All teachers participated in a range of professional learning activities throughout the year. These activities were funded by Teacher Professional Learning (TPL) $20122.68 and Priority Schools’ Program (PSP) ($79 692). 48 full- time and part-time teachers received an average of $2189 towards their professional learning.
• All K-2 teachers participated in Targeting Early Numeracy (TEN) training which included three days of training, demonstration lessons and Early Learning Plans (ELPs) for all K-2 students in the area of number.

• Two executive trained in using Programming Literacy and Numeracy (PLAN) software to monitor, track and program for Literacy and Numeracy K-6.

• Three classroom teachers participated in Inquiry Learning through Self-Organised Learning Environments (SOLE).

• There were six Early Career Teachers working towards accreditation and 13 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.

2014 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 93.8% to 96.3% in 2014.

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN reading from 28% to 30.5% in 2014.

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 87.2% to 92.2% in 2014.

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN reading from 16.2% to 18.7% in 2013.

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 54% to 59% in 2014.

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

2014 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 93.3% to 95.8% in 2014.

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN spelling from 41.8% to 44.3% in 2014.

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN spelling from 93.2% to 95.7% in 2014;

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN spelling from 33.2% to 35.7% in 2014.

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN spelling from 61% to 66% in 2014.

• 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.

2014 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 95% to 97.5% in 2014.
• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN numeracy from 32% to 34.5% in 2014.

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN numeracy from 91% to 93.5% in 2014.

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN numeracy from 19% to 21.5% in 2014.

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 58% to 60.5% in 2014.

• 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 and standardised assessment and tracking strategies to enable a systematic and explicit approach to teaching the four forms of spelling.

• Development of a K-2 scope and sequence for phonics to enable a consistent and explicit approach to teaching phonemic awareness.

• Development and implementation of a grammar scope and sequence in line with the new English syllabus 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 ongoing assessment.

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

• Recommendations from 2013 Numeracy Review to be addressed and implemented in the school plan for 2014.

• Utilising PLAN to track and monitor student progress in literacy and numeracy K-6.

• Continue to implement TEN K-2.

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.

• Tracking K-6 PLAN data.

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 for 0.5 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 LAST and the assistance of the Home School Liaison Officer (HSLO) to ensure students attend school every day and arrive on time.
• Reinforce the STAND program and Auburn North’s School Values consistently in class lessons and in the playground.

• Encourage an increase in parent participation through messages at assemblies and notices in English and in the 4 community languages (Arabic, Chinese, Dari and Turkish) in 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 through school-based evaluations and various parent meetings.

• Implement and monitor Individual Learning Plans (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 school 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%;

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

• increase in the participation of parents and community members in school programs by 10% as compared to similar event in previous year; and

• increase in the percentage of parents providing feedback to school evaluations 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 and teacher professional learning plans;
- all executive having a professional development plan linked to career planning, professional learning, performance and student outcomes;
- leaders participating in fortnightly leadership development programs based on the Leadership Capability Framework and the AITSL Professional Standards for School Principals;
- evidence of teachers embedding professional learning practices that improve student learning outcomes as observed by stage/grade facilitator;
- teacher surveys will demonstrate an improvement in positive school culture and teacher/facilitator relationships;
- 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.

Strategies to achieve these targets include:

- Monitor and develop In-school Mentoring Program Accentuating Quality Teaching (IMPAQT) and Audio Visual Assisting Teaching and Reflection (AVATAR) with a focus on pedagogy.
- Implement standardised 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.
- Facilitate Consistency of Teacher Judgment (CTJ) and effective teaching strategies through the training and implementation of Planning Literacy and Numeracy (PLAN) software.
- 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.
- Implement the Australian English Curriculum K-6 including a scope and sequence, online programming proforma and consistent assessment and reporting procedures.
- Implement training and development K-6 to introduce the NSW Australian Curriculum Numeracy Syllabus.

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;
- facilitator observation of best practice programming and teaching in all classrooms;
• evidence of a range of feedback practices at all school levels (teacher/student, teacher/facilitator, teacher/principal); and
• student surveys will demonstrate an improved understanding and use of self and peer assessment skills and strategies.

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

Mark Harris, Principal
Diane Donovick, Deputy Principal
Danielle Tukuafu, Assistant Principal
Bronwen Camp, Assistant Principal
Althea Lavulavu, Assistant Principal (Relieving)
Catherine Clift, Assistant Principal (Relieving)
Stacey Southgate, Assistant Principal (Relieving)
Joanne Harris, Mathematics Co-leader
Kimberley Gerdes, ICT Coordinator
Christine Daujotis, Coordinator of Schools as Community Centre
Zenna Diab, President of P&C

School contact information
Auburn North Public School
100 Adderley Street, Auburn 2165
Ph: (02) 9748 1036
Fax: (02) 9748 0109
Email: auburnnth.p-school@det.nsw.edu.au
Web: http://www.auburnnth.p.schools.nsw.edu.au
School Code: 1073

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