2010 Annual School Report
Auburn West Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

I am delighted to present the 2010 Annual School Report for Auburn West Public School.

It has once again been my privilege to lead this vibrant, diverse, high quality school. This year has seen our already strong focus on community involvement progress to a new higher level. As has the already strong student voice that permeates our school decision-making. This will become obvious as you read through this report.

I commend this annual report to you as a brief summary of the outstanding whole-school effort and expertise that goes into educating our wonderful students. On that note, I would like to thank the staff and parents for their dedication to our students.

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.

John Selby, Principal

Student representative’s message

The student representative council (SRC) has had a successful year being actively involved in key projects and initiatives by contributing ideas and opinions on behalf of the student body. The SRC has conducted themselves in an exemplary manner consistent with the values of responsibility, citizenship and democracy.

The SRC has been accessible to all stakeholders including students, staff and parents by conducting weekly meetings and enabling staff and students to approach the representatives from years 2 – 6 with concerns and suggestions. In every SRC meeting, representatives learn communicative and evaluative skills to negotiate and implement action plans to address any student concerns. Thus, we have introduced the Voice Box, where students share issues of concern or ideas to enhance our school. This has allowed all representatives to play an active role in the SRC.

One of the SRC’s significant contributions during 2010 was raising funds for the new computer lab. The SRC organised a fundraising dinner during Ramadan to help raise funds for new computers. Due to the overwhelming support from the community, staff and students we raised $3500.

This year, the school’s highly anticipated talent quest was held to highlight the students’ skills in the creative and performing arts, supported by the active involvement of the SRC.

The SRC has also been dedicated to providing the school with environmentally viable options and initiatives to ‘Go Green’. This year, the SRC received the National Solar School Program grant, which contributed $50 000 towards purchasing and installing water tanks and energy efficient lighting. These are yet to be installed.

The SRC look forward to serving the school community in 2011.

Ecem Ilter and Alaa Chami, School Captains

School Council message

The school council would like to congratulate the staff and community for their fundraising efforts during 2010. The school raised approximately $23,000 which will be spent to upgrade the computer lab in the library which will include new computer desks for 27 new computers and an interactive whiteboard.

The Commonwealth Government’s, ‘Building the Education Revolution’ (BER) funding has resulted in the construction of 6 new classrooms and a special programs room which were handed over in November ready for the new school year in 2011. The site of the building created minimal disruption to the school, however year 3 and the community languages teachers should be commended for their patience throughout the building process.

I am glad to see that the Anti-bullying mascot ‘Sergeant Super Solver’ has been launched and well accepted by the students. Many thanks to the anti-bullying committee for their efforts.

In conclusion, I would like to thank all the staff at Auburn West Public School for the extraordinary dedication to educate our students in the best possible learning environment.

Mr A. Zreika, School Council President.
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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>338</td>
<td>340</td>
<td>371</td>
<td>352</td>
<td>344</td>
</tr>
<tr>
<td>Female</td>
<td>338</td>
<td>344</td>
<td>367</td>
<td>376</td>
<td>359</td>
</tr>
</tbody>
</table>

Student attendance profile
Once again school attendance rates were above both regional and state figures for 2010.

Management of non-attendance
Excellent follow up of student non-attendance occurs through close monitoring by class teachers and the deputy principal. Specific students are regularly monitored, including follow up support by DET Home School Liaison Officers. Students are rewarded for excellent attendance.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

30 parallel classes were again formed this year. 122 kindergarten enrolments necessitated the formation of a sixth kindergarten class, making this the largest grade in the school.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal (Teacher Mentor)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (ESL)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
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</tbody>
</table>
The National Education Agreement requires schools to report on the Indigenous composition of their workforce. Auburn West Public School currently has no staff identifying as Indigenous.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17 %</td>
</tr>
</tbody>
</table>

**Financial summary**

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

The balance carried forward includes the following: tied funds $68117; trust funds $9479; unpaid orders $63114; unpaid invoices $18993; unpaid casual salaries $19090; additional asset provision $55000; asset replacement of $10000 and committed funds for an additional AP ESL in 2011 of approximately $80000 resulting in an operational balance of $120726.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

Highlights in the area of the arts during 2010 included:

- a large group of our Somali children danced for the first time at school during our intercultural day celebrations. Other dance groups including Turkish, Arabic, Afghani and modern dance also performed;
- a boys dance group was formed this year and have performed at special assemblies;
- our school choir and dance group represented our school in performances as part of the Granville Schools Spectacular at the Sydney Opera House;
- a myriad of student artworks have created diverse and interesting displays in the refurbished school foyer and in the school hall for special occasions; and
- our very popular drum group performed at many special occasions throughout the year.

**Sport**

Sport and physical education focused on the improvement of students’ physical fitness and on skill development for a range of different sports.

One of the most significant sport initiatives in 2010 was the implementation of an intensive 10 week swimming program for year 2 students. This 10 week program provided year 2 students with an opportunity to learn swimming skills with qualified instructors. This initiative was in response to data collected from previous swimming carnivals where the participation and
skill level of students from Auburn West Public School was significantly low. It is hoped that swimming lessons in year 2 for all students will ensure that all students develop water confidence and the ability to swim.

Once again classes from years K-6 participated in the Premier’s Sporting Challenge to increase the amount of physical activity they were undertaking each day and to increase awareness about the importance of being active. As a result, $5,862 of state government funding was provided in 2010 to help purchase a range of new sporting equipment.

Classroom teachers implemented physical education programs with their classes for an average of 20 minutes, three times per week. Equipment was rotated weekly to enable students to learn a variety of skills to improve their gross motor skills and increase their fitness levels.

Students continued to participate in Friday sport where they learnt fundamental movement skills in a range of sports including oztag, netball, hockey, soccer, ultimate frisbee, softball, cricket, basketball, newcombe ball and t-ball. The students also participated in professional sporting organisation programs including swimming and tennis.

102 students from years 3-6 were involved in PSSA teams; 210 students were involved in professional tennis coaching and swimming programs; a 10 lesson learn to swim program was implemented for years 2-6 in term 1.

77 children represented the school at zone level and 7 children at district level in athletics, cross country and swimming.

**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)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

Multicultural education

Multicultural education at Auburn West Public School (AWPS) is part of an inclusive and
culturally sensitive quality teaching pedagogy across the school. The comprehensive English as a Second Language (ESL) and Community Language (LOTE) programs; the Successful Language Learners (SLL) pilot project; and the many cultural activities fostered in the school, such as Harmony Day and Intercultural Day, are part of the whole school commitment to achieving positive educational and learning outcomes for all students and their families.

98.4% of our students are from a Language Background Other than English (LBOTE). The ESL teachers provided both withdrawal programs, for newly arrived LBOTE students, and in class support for all LBOTE students in the school. All ESL teachers have continued their pursuit of ongoing professional learning to ensure that the highest level of ESL instruction is provided to all LBOTE students. The ESL team also updated the school’s ESL Policy, the reporting process and the procedures for tracking newly enrolled students in 2010.

The two main community languages are Arabic and Turkish and the students from these languages backgrounds are able to participate in the Community Language program. The Community Language teachers instruct their students in the home language for two hours each week. They use the Language COGs units, which are linked to all Key Learning Areas, plus they focus on the cultural practices of the focus language. The emphasis of the program is to develop proficiency using the four skills of the language: speaking, listening and responding, reading and responding, and writing. Another important aspect of the program is for students to be able to move between their home language and English. The Community Language program fosters students’ home literacy skills and this assists them with their English literacy skills.

**Successful Language Learners (SLL)**

2010 was the final year of the SLL pilot project. In the two years of the SLL project the four main initiatives were:
- targeted support for students,
- professional learning for teachers,
- school leadership development and
- the establishment of schools as centres of community activity.

Our school has successfully implemented these initiatives through a myriad of programs such as:

- the Afghani and Somali students’ Learning Centre. We identified the literacy, numeracy and technology needs of the Afghani and Somali students in the school and developed a two hour a week, after school program, catering for these needs. An important element of the success of the Learning Centre was the use of Afghani and Somali speaking support staff;
- the employment of bilingual staff to support students attending the Monday afternoon homework club;
- fresh fruit was donated to the school by the Abu Hussein Mixed Business at Granville so that the students who attended the Homework Club and the Learning Centre were provided with a healthy snack before beginning their after school programs;
- whole school assessment and monitoring using the ESL scales. Twice yearly SLL Assessment Bank testing, undertaken by all Year 3 – 6 students, so that student progress could be monitored;
- provision of staff professional learning in the use of the ESL Scales, phasing LBOTE students, journal writing in numeracy, writing Individual Language Learning Plans, Count Me In Too training, ESL Communicative Activities to support oral language development in the classroom, catering for the needs of refugee students and the Teaching English Language Learners (TELL) course;
- the purchase of Arabic, Turkish, Farsi and Somali language books to further expand the bilingual section in the school library. These books were also used by the Afghani and Somali Learning Centre students and their parents, to foster their home language literacy;
- the Iraqi and Afghani parent groups continued to meet on a weekly basis in 2010. The services of a Somali Community Liaison Officer were secured and a weekly Somali parent group also started this year. All of these parent groups then participated in the Friday parent group meetings that were co-ordinated by the Community Language teachers. The parents were able to use the services provided by Auburn Council and participate in art courses and cooking classes. Mrs Fatma Amr, from the Department of Education, provided information sessions on a variety of issues related to public schools;
the inaugural Men’s Meetings with the Principal, Mr Selby begin. The men discussed topics such as child rearing, education and expectations placed upon families;

parent excursions. Parents visited the Museum of Contemporary Art, Darling Harbour, Manly and the Sculptures by the Sea exhibition at Bondi. These excursions supported parent groups to socialise and make new friends from the wider school-parent community and to develop an awareness of the importance of supporting excursions for students;

two beginners’ English language classes were started for parents this year. TAFE and Mission Australia provided the staff so that these courses could be offered on the school premises. Free childcare was provided as part of the program;

Count Me in Too activities and the Department of Education internet numeracy sites were presented to the parents through the first half of the year to show parents how to use the CMIT activities and computer resources at home;

links were established with a greater variety of local service providers to ensure that the parent community became more aware of the resources available to assist them on a daily basis;

the school was successful in gaining funding from the Multicultural Programs Unit to record and publish parents’ traditional stories. The resulting CD and book were launched on Intercultural Day. SLL provided funding and bilingual staff to assist Mrs Iyidilli’s successful completion of such an important home literacy project;

the school was successful in gaining funding for a Refugee Transition to School playgroup. The SLL project was able to further support this program through the involvement of their Arabic, Farsi and Somali Community Liaison Officers; and

the use of technology was further extended as the flip cameras and the digital SLR camera were used to deliver quality teaching and learning programs to assist LBOTE students’ learning.

Multicultural education within the school not only supports student’s learning but also that of their parents. With informed parents our students will experience greater success in the school system. Our multicultural education also promotes harmony to counter racism, intolerance and bullying and develop understanding of cultural, linguistic and religious differences.

Priority Schools Program (PSP)

In 2010 Auburn West Public School received $88,200 in funding from the Priority Schools Program as well as an additional staffing supplementation. This funding was used to strengthen community partnerships, to enable the establishment of an additional class and to improve student outcomes in literacy and numeracy.

Parent and community needs continued to be met in 2010 with parent information sessions held every week. On Monday and Thursday each week the school provided a very popular playgroup for preschoolers. These sessions aimed to support children and parents with their transition into the school environment.

Home Visits continued to be a priority this year. Each term selected teachers visited families to discuss specific educational issues and teachers reported the data back to the school in order to inform future planning.

Following an extensive audit of literacy practices, policies and programs within the school, funds were allocated to a variety of literacy initiatives throughout 2010. During the year PSP funds were invested in guided reading materials to expose students to a wide range of reading materials in literacy sessions.

Best Start was implemented into Kindergarten in 2010. PSP funds were used to support the successful implementation of this program.

In 2010, a comprehensive audit of mathematics resources was conducted and additional resources to support the teaching and learning of all numeracy strands were purchased using PSP funds.

Aboriginal education

As part of our partnership with Auburn Council their Aboriginal Community Development Officer, Ms Tanya Ellis worked with the enrichment art group to explore Aboriginal culture through art. Students learnt about the symbolism used in Aboriginal art and went on to create their own
paintings using these symbols. The parent group were also able to participate in an Aboriginal art program with Ms Ellis at the Peacock Gallery.

NAIDOC week was celebrated this year in week 1 of Term 3. Ali Rifahi, from Year 6, presented a moving speech at the NAIDOC week school assembly celebrating Australia’s indigenous communities and the need for tolerance in Australia’s multicultural society. The school hall and the office foyer were decorated with students’ indigenous style artwork to celebrate NAIDOC week.

All teaching and learning units taught throughout the school reflect an Aboriginal perspective, and provide regular opportunities for all students to discuss and reflect upon the many issues related to indigenous history and culture.

Respect and responsibility

During 2010 staff and students continued to promote a positive school culture by building upon the strong foundations of the school’s core values of respect, responsibility, care, cooperation and pride. Staff demonstrated their commitment to creating a positive school culture by regularly wearing polo shirts displaying the school logo and five school values. These shirts continue to be a powerful visual reminder for the school community.

Four concise and memorable school rules (see front cover) were displayed on posters designed by the students. They are based on our core values and were created in consultation with the whole school community. The rules have been promoted through specific and explicit class lessons, signs displayed around the school and in each classroom and information in the school newsletter.

A positive behaviour incentive scheme was continued this year to recognise students across the school who consistently demonstrate positive behaviour- the Star Badge Award. Over 320 students received star badges in 2010.

An anti-bullying committee continued to monitor and help reduce bullying through ongoing awareness-raising and staff development. The anti-bullying super hero - ‘Sergeant Super Solver’ has begun work to support all students in the identification and prevention of bullying behaviours.

Technology

Technology can extend learning and teaching. It enables children to get up-to-date information from anywhere in the world in a matter of minutes. It also enables children to communicate with teachers and students all over the world and exchange information freely. This information can be an extremely useful addition to any of the Key Learning Areas (KLAs) and is often presented in ways that appeal to many more learning styles through the combination of text based, video, audio and interactive material.

In 2010 a number of ICT initiatives and investments occurred aimed at supporting students to achieve excellent educational outcomes and engage the students with their learning.

Our aims are to instill an appreciation of technology through:

- providing an opportunity to enhance students’ learning experiences by providing access to vast amounts of information across the globe; and
- assisting teachers and students in the teaching and learning of all key learning areas.

Through our focus on technology, we aim to:

- develop student’s competence, confidence and responsibility in their interactions with technology;
- foster an enriched student view of themselves, society, the environment and the future and an enthusiasm for further learning of technology;
- develop the skills necessary to think critically about information acquired through the internet;
- ensure equity in access to information by reducing disadvantage created by location, disability or socio-economic background; and
- provide timely, accurate and cost-effective communication with other school communities.

Achievements in Technology

- Installation of 20 IWB across the school and professional development of staff on how to utilise the IWB and connected classroom into quality teaching and learning programs;
- upgrade of the school website to meet DET standards and to provide direct links to DET documents;
refurbishment of the computer lab;
- inclusion of technology into the student enrichment program where students learn specific technological skills and increase their problem solving knowledge; and
- update of the Code of Conduct, Technology Policy and gathering permission to publish student work, photos and achievements.

Future Directions
- Establish a timetable for the equitable use of the computer lab;
- develop a scope and sequence for technology skills in line with DET and guidelines; and
- management of our school website to include fortnightly newsletter and student work.

Connected learning
Staff and students at Auburn West Public School have been engaged in a number of learning experiences using the Connected Classroom. Students have had direct international video links with NASA (USA) and Alaska (Canada) as well as online field trips with the National Museum of Australia and the Historic House Trust of NSW. We have also been fortunate enough to have ongoing collaboration with students, teachers, primary school classes and TAFE across NSW.

Enrichment Groups
Literacy and Numeracy enrichment occur weekly for identified students in Stage 2 and 3. The one hour session is facilitated by teachers with expertise in mathematics and English. Students in small groups are given highly meaningful learning experiences to maximise learning outcomes. The students were identified using the guidelines from, ‘The Policy and Implementation Strategies for the Education of Gifted and Talented Students’ (revised 2004).

All students in grades 3-6 participated in a weekly enrichment session. Students were grouped across the stage and rotated through a wide range of activities including art, public speaking, music and drama. Opportunities were provided throughout the year for students to present their work to a wide audience. Art works were displayed across the school and performances were scheduled enabling parents, students and the community to view and appreciate student achievements.

Progress on 2010 targets

Target 1
To raise the literacy standards of all students K-6.

Our achievements include:
- 19% of kindergarten students are reading at or above reading recovery level 9;
- 61% of year 1 students are reading at or above reading recovery level 16;
- 51% of year 2 students are reading at or above reading recovery level 26;
- 81% of year 3 students achieved at or above national minimum standard as measured by NAPLAN; and
- 78% of year 5 students achieved at or above minimum standard as measured by NAPLAN.

Target 2
To raise the numeracy standards of all students K-6.

Our achievements include:
- 85% of Year 3 students achieved at or above national minimum standard as measured by NAPLAN;
- 83% of Year 5 students achieved at or above national minimum standard as measured by NAPLAN;
- 11% of Year 3 students achieved at or above band 5 as measured by NAPLAN;
- 12% of Year 5 students achieved at or above band 7 as measured by NAPLAN;
- 93% of kindergarten students achieved at or above perceptual level as measured by Best Start;
- 87.5% of Year 1 students achieved at or above figurative level as measured by Best Start; and
- 87.8% of Year 2 students achieved at or above counting on level as measured by SENA.

Target 3
To increase the level of appropriate behaviour of all students.

Our achievements include:
- 52% decrease in detention slips written for inappropriate playground behaviours from 2009-2010;
- 30% decrease in aggression-related offences as measured by welfare data which exceeded the target by 300%;
- implementation of a whole-school positive behaviour award system for students who demonstrate ongoing exemplary behaviour. 51% of students received a Star Badge Award at special assemblies to which parents were invited. These students also received acknowledgement of their exemplary behaviour by displaying their photos in the classroom and the school foyer, recognition in the school newsletter and a special reward for each term in which they were a star badge award recipient;
- a continued focus on school values at assemblies and through School Values Awards that are given out at Star Badge assemblies;
- school rules displayed across the school;
- continued use of behaviour monitoring folders to improve record-keeping of student behaviours;
- raising the awareness of unacceptable bullying behaviours with teachers, parents and students through parent forums, parent pamphlets translated into relevant languages, and student pamphlets and lessons;
- implementation of the new Anti-Bullying Policy and student reporting processes;
- successful use of Sergeant Super Solver images and messages;
- ongoing effectiveness of the Learning Support Team and the continued roles of the School Learning Support Coordinator; and
- implementation of the revised Behaviour Management Policy.

**Educational and management practice—Learning**

**Background**

Improving learning outcomes and enhancing the quality of academic and social interaction for students in schools is the core business of professional educators.

In 2010 ‘Learning’ was evaluated through the analysis of best practice statements. The statements are based on the findings of research and the views of teachers, parents and students about current practice and potential best practice in school.

This year the best practice statements focused on the aspects of the learning environment, student learning and teacher learning.

To analyse best practice statements a survey was completed by staff, parents and students. The teacher surveys were completed by all teaching members of staff. The parent surveys were administered to a random sample of Afghani, Arabic (Lebanese, Iraqi and North African), Iranian, Somali and Turkish parents from across the school population. These parents regularly attend workshops conducted by the AP ESL, community language teachers and the community liaison officers. A random selection of students from a variety of year groups were chosen to complete the student survey, which was written in student friendly language to provide a higher understanding of the questions asked.

**Findings and conclusions**

**Staff**

- 100% of staff believe that they provide learning opportunities within a stimulating and secure environment;
- 98% of staff noted that they share ideas and experiences with colleagues to improve teaching practice;
- 95% of staff believe that they use a wide range of appropriate resources to assist students with their learning; and
- 95% of staff believe that their teaching practice is supported by critical reflection and an understanding of effective practice and current research.

**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 2010 our school carried out evaluations of student learning and mathematics.
Parents
The parent group ‘Learning Survey’ indicates that the parents are overwhelmingly supportive of the school and believe that the school provides opportunities for the students and the teachers. In particular, the parents indicated that they were knowledgeable about many aspects of school life and the classroom programs. For example:
- 100% of parents were aware that teachers provided a balance of independent and group learning activities for the students; and
- 96% of parents felt that students at the school demonstrated pride in their learning.

Students
- 78% of students believe that the school expects them to do their best;
- 66% of students state that they try to do their best and that they take pride in their learning.
- 64% of students state that their teachers share ideas about teaching and learning with other teachers; and
- 58% of students believe that the school has good equipment that helps them learn.

Future directions
In 2011 staff will:
- continue to encourage students to take responsibility for their learning; and
- continue to encourage students to reflect on their own learning and engage in self-assessment.

The information from the parent survey shall guide planning for the parent meetings and programs in 2011. For example, the parent meetings could incorporate more opportunities for the parent community to visit classrooms to view a literacy lesson, numeracy lesson or a lesson incorporating the use of the IWBs. If we are successful in accessing the Granville TAFE’s Outreach computer program parents could complete technology programs in the school to expose them to available technology and how it can assist in their child’s learning. The parent meetings can also plan to assist parents in how to approach the school when they have concerns about their child’s learning.

The school will explore how to respond to student feedback around providing opportunities for:
- students to be helped in the classroom especially by teachers other than their own;
- teachers to talk to parents about student learning; and
- an exploration of the balance between students working independently and working with others.

Curriculum - Mathematics

Background
During 2009 and 2010 numeracy was evaluated during professional training and development sessions to assess student achievement and future directions. A range of data was used to develop a school wide approach.

Finding and conclusions
The school has focused on these identified areas; programming, maths vocabulary, assessment, training and development and writing in mathematics.

The school has achieved the following:
- updated the Mathematics Policy, outlining the aims, programming and assessment requirements. A scope and sequence has been added to ensure that all strands of mathematics are covered throughout the school year;
- supported student learning by purchasing Maths-in-a-Box. This resource has been implemented across all grades to support discussion of visual representation of mathematical concepts and to increase student use of mathematical vocabulary;
- professional learning focused on grade two who participated in Count Me in Too (CMIT) training across the year with the support of the regional consultant. This has strengthened the use of hands-on activities for small group instruction;
- maths learning journals are used by students across all grades to record their reflections of concepts covered in the lesson;
- professional learning on the use of maths learning journals and moderating student writing developed a whole school approach to writing in maths and raised awareness of the importance of explicitly teaching the language of mathematics; and
tracking student numeracy assessment tasks on the class at a glance sheet to identify student progress.

**Future Directions**

In 2011 we will:

- implement problem of the day to ensure Newman’s Analysis is used to support student learning;
- provide ongoing professional learning including; assessment using the SENA, Counting Me in Too K-4 and Counting On for years 5-6; and
- collaboratively develop quality grade assessment tasks to inform programming.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Responses were sought through school council meetings, weekly parent group meetings, the SRC and interviews and surveys.

Students continue to extremely proud of their school and the high level of student leadership and participation in decision-making.

Staff feedback demonstrates high levels of satisfaction. Staff consistently allocate their highest priority to student learning, followed by continually improving their own professional learning.

Parent and community feedback indicates high levels of satisfaction with the school. They were very supportive of all school focus areas including anti-bullying, increased opportunities for parent involvement and literacy.

**Professional learning**

All teachers participated in professional learning activities throughout the 2010. The major focus areas were literacy, numeracy and use of interactive whiteboards across the key learning areas. Staff were involved in a wide range of professional learning sessions including weekly school or grade meetings; collaborative planning, incorporating professional development in planning for literacy instruction and moderating of student work samples.

A highlight has been the creation of an off class Assistant Principal position to allow ongoing mentoring through in class demonstrations, team teaching and feedback sessions. The work of the AP has been a significant contribution to the professional learning of staff. Our collaboration with the University of Sydney has continued to provide access to excellent professional learning and collegial support.

**School development 2009 – 2011**

The 2009-2011 school plan was developed in collaboration and consultation with the school community. Improvement in student outcomes for all students, forms the foundation of the school’s plan with the strong focus on literacy, numeracy and student welfare.

**Targets for 2011**

2011 is the third year of a three year planning cycle. The target areas have remained the same throughout this 3 year cycle.

**Target 1**

*To raise the literacy standards of all students K-6.*

Strategies to achieve this target include:

- maintaining our focus on implementing the 2007-2008 literacy snapshot recommendations through an effective and active literacy committee;
- review and refine the Auburn West literacy policy, detailing the approach to literacy instruction;
- access and deliver quality professional development in literacy instruction; and
- continue to increase literacy resources across all English strands.

Our success will be measured by:

- 85% of Kindergarten students reading at or above reading recovery level 5;
- 70% of Year 1 students reading at or above reading recovery level 16;
- 60% of Year 2 students reading at or above reading recovery level 24;
- 92% of year 3 students at or above national minimum standard as measured by NAPLAN;
- 80% of year 5 students at or above national minimum standard as measured by NAPLAN;
- 20% of year 3 students at or above band 5 as measured by NAPLAN; and
- 15% of year 5 students at or above band 7 as measured by NAPLAN.

**Target 2**

*To raise the numeracy standards of all students K-6.*

Strategies to achieve this target include:
- implement quality professional development in the use of assessment data to inform teaching and learning;
- deliver professional development on Newman’s Error Analysis, CMIT and SENA;
- continue to promote journal writing in mathematics; and
- ensure effective CMIT sessions are implemented.

Our success will be measured by:
- 83% of Year 3 students at or above national minimum standard as measured by NAPLAN;
- 88% of Year 5 students at or above national minimum standard as measured by NAPLAN;
- 15% of Year 3 students at or above band 5 as measured by NAPLAN;
- 15% of Year 5 students at or above band 7 as measured by NAPLAN;
- 95% of kindergarten students assessed at or above perceptual level as measured by Best Start;
- 90% of Year 1 students assessed at or above figurative level as measured by Best Start; and
- 90% of Year 2 students assessed at or above counting on level as measured by SENA.

**Target 3**

*To increase the level of appropriate behaviour of all students.*

Strategies to achieve this target include:
- implement a scope and sequence for teaching school rules and values;
- continue to implement the Star Badge Award;
- clearly define rules and expectations for specific playground areas; and
- implement the Anti-Bullying Policy and PBIS recommendations school-wide.

Our success will be measured by:
- a further 10% reduction in aggression related offences as measured by ESR welfare data;
- 100% of students surveyed can name, describe and discuss school rules and use the language of the AWPS rules matrix;
- 50% of students receive and maintain star badge incentive awards; and
- 100% of bullying incidents reported have a documented response.

**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.

Alaa Chami & Ecem Ilter, SRC

Mr A. Zreika President School Council
Mrs S. Galvin, Assistant Principal ESL
Mrs E. Draven Relieving Assistant Principal
Mrs S. Rowan, Assistant Principal (Mentor)
Mr J. Davies, Assistant Principal
Miss B. Morgan, Assistant Principal
Miss O. Logan-Pye, Relieving Assistant Principal
Mrs Anastasia Avgoustis, Class Teacher
Mrs M-E. Betts, Deputy Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: