School context

Auburn West Public School (AWPS) is a dynamic school located next to the Auburn Botanic Gardens. The school has attractive grounds and facilities of a high standard.

Approximately 97.6% of the 764 students come from families where a language other than English is spoken. The main languages spoken by our students are Arabic, Turkish and Somali. The school is supported by Equity Funding as students enrolled are predominantly from families of a low socio-economic status. The staff at Auburn West Public School is an enthusiastic, committed, cohesive and largely diverse group, comprising approximately 50% Early Career Teachers. This contributes to a continual need for mentoring and professional learning. In 2013, the school expanded its leadership team model in order to better support all teachers in their professional learning through the employment of an Instructional Leader and off-class Assistant Principal Mentors.

Principal’s message

I am once again delighted to present the Annual School Report for Auburn West Public School. It has been my privilege to lead our diverse, high quality school with an energetic and relentless focus on student learning and welfare.

Among many highlights, during 2013 we made initial plans for changing many of our learning spaces and use of technology with a focus on meeting the needs of our students for the 21st Century. This is a very exciting initiative. 2013 also saw our school community engage in a thorough and rigorous self-evaluation of mathematics that will have enormous impact on the success of our students in the future. The purpose of this process was to report on and make recommendations about the teaching of mathematics and numeracy K-6 including the effectiveness of our policies, teaching programs, assessment practices and identification of student learning needs. 2014 promises to be very exciting for our school community with many wonderful learning opportunities ahead.

I commend this annual report to you as a key document that highlights the outstanding commitment and expertise from both our parents and staff in educating our wonderful students. I sincerely thank the parents and staff for their continuing 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.

Mr. J. Selby Principal

School Council message

The Auburn West Public School Council Committee met once a term in 2013. During these meetings, council members discussed aspects of school life. Two new teacher representatives were elected in Term 1 of 2013.

School uniforms were discussed at these meetings in the lead up to the uniform supplier, Mr. Charles, taking over the School Uniform Shop. The school community was also proud to host a visit from the Prime Minister of Australia, the Hon Julia Gillard MP, during National Simultaneous Storytime.

Mr. A Zreika, School Council President

Student representative’s message

The Student Representative Council (SRC) held weekly meetings with class representatives from grade 2-6. Students who participated in the SRC learnt how to communicate, evaluate and negotiate with one another. Students discussed issues and developed ideas to assist the school community. The SRC contributed to improvements in a range of programs for the school such as fundraising events, leadership training days, anti-bullying programs and Intercultural Day.

Farah Alameddine and Muhammad Rifahi
Student Representatives
Workforce information

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

Staff retention remains high. Twenty two staff are temporary teachers as they have replaced staff on maternity leave or other types of leave. New teachers were appointed to the school through merit selection and staffing appointment.

Workforce composition

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Auburn West Public School currently has one staff member who identifies as indigenous.

<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>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s) + Mentor</td>
<td>4.34</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.3</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.344</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.13</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>1.9</td>
</tr>
<tr>
<td>Primary Teacher of ESL</td>
<td>5.0</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>4.0</td>
</tr>
<tr>
<td>School Counsellor (2.5 days per week)</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.722</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>56.436</td>
</tr>
</tbody>
</table>

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>94</td>
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<tr>
<td>Postgraduate</td>
<td>6</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>42</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Note: $127 399.53 is held in trust for the DEC which are not school funds.

A full copy of the school’s 2013 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>690876.48</td>
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<tr>
<td>Global funds</td>
<td>427463.92</td>
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<tr>
<td>Tied funds</td>
<td>978709.62</td>
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<tr>
<td>School &amp; community sources</td>
<td>171933.07</td>
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<tr>
<td>Interest</td>
<td>31291.45</td>
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<tr>
<td>Trust receipts</td>
<td>386291.45</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2686565.99</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 38691.43
- Excursions: 36060.32
- Extracurricular dissections: 94489.77

Library

- 8002.31

Training & development

- 609.10

Casual relief teachers

- 65768.10

Administration & office

- 111409.21

School-operated canteen

- 0.00

Utilities

- 98799.64

Maintenance

- 46518.39

Trust accounts

- 259145.45

Capital programs

- 215953.24

Total expenditure

- 1541827.79

Balance carried forward

- 1144738.20

Student information

It is a requirement that the reporting of information for all students 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>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>340</td>
<td>371</td>
<td>352</td>
<td>344</td>
<td>358</td>
<td>378</td>
<td>368</td>
</tr>
<tr>
<td>Female</td>
<td>344</td>
<td>367</td>
<td>376</td>
<td>359</td>
<td>352</td>
<td>372</td>
<td>386</td>
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</table>

Management of non-attendance

Management of student non-attendance occurs through close monitoring by class teachers and the Deputy Principal. Rolls are marked online each day and student absence information can be tracked efficiently through WebAttend. Phone interviews and face-to-face parent interviews were conducted by the Deputy Principal and Home School Liaison Officer (HSLO), resulting in an improvement in attendance. Specific students with poor attendance are regularly monitored by
the HSLO and the Deputy Principal. Excellent student attendance was rewarded at assembly.

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>
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<tr>
<td>K</td>
<td>94.4</td>
<td>96.1</td>
<td>95.8</td>
<td>95.4</td>
<td>93.3</td>
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<tr>
<td>1</td>
<td>95.4</td>
<td>93.9</td>
<td>96.1</td>
<td>95.6</td>
<td>94.2</td>
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<tr>
<td>2</td>
<td>95.9</td>
<td>95.7</td>
<td>95.1</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
<td>96.2</td>
<td>96.4</td>
<td>96.0</td>
<td>94.2</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>95.5</td>
<td>96.3</td>
<td>96.1</td>
<td>95.3</td>
<td>93.6</td>
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<td>95.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.6</td>
<td>96.2</td>
<td>96.5</td>
<td>94.1</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>95.5</td>
<td>95.9</td>
<td>95.9</td>
<td>95.1</td>
<td>94.6</td>
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</tbody>
</table>

School performance 2013

Academic achievements

NAPLAN

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements

Arts

Highlights in the area of the arts during 2013 included:

- our school choir and dance group represented our school in performances as part of the Granville Schools “Our Spectacular” at the Sydney Opera House and during Intercultural Day; and

- our drum group which has 15 students from years 3-6. The drum group play Arabic style drums and performed at a variety of assemblies and at Intercultural Day.

Sport

Sport and physical education continued to focus on improving the students’ physical fitness and skill development for a range of different sports. Highlights in the area of sport during 2013 included:

- an intensive 10-week swimming program for 85 Year 2 students. This program provided an opportunity for Year 2 students to learn swimming skills with qualified instructors;

- AWPS participated in the Auburn Zone PSSA competition. 100 students from Years 3-6 were involved in PSSA summer and winter teams of cricket, t-ball, softball, newcombe ball, netball, soccer, boys oz-tag and girls oz-tag;

- the senior soccer teams participated in the grand final of their competition, and were placed as runner up. Our junior girl’s oz-tag team, junior and senior boys oz-tag teams and senior cricket teams were semi-finalists in their respective competitions;

- 31 students represented the school at the Zone athletics carnival, with four of these students progressing to the regional athletics carnival. 28 students represented the school at the Zone cross country, with three students competing at the regional level;

- 150 students from Years 3-6 involved in a professional coaching program for tennis;

- all classes K-6 received professional coaching clinics from the AFL;

- all classes participated in the NSW Premier’s Sporting Challenge. Seven classes achieved diamond level awards, 23 classes achieved gold level awards and one class achieved a silver level award; and

- all students participated in physical fitness to highlight the importance of an active lifestyle when they were involved in Jump Rope for Heart activities.
National Simultaneous Storytime (and a visit from the Prime Minister)

In 2013 our school took part in National Simultaneous Storytime (NSS) to read the book, *The Wrong Book*, written by Nick Bland. Every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

Auburn West Public School was proud to host a visit from the Prime Minister of Australia, the Hon Julia Gillard MP, to read, *The Wrong Book* as part of NSS on Wednesday 22 May. Accompanying Prime Minister Gillard was the Hon John Murphy MP. After reading the book to a group of students, the students asked many interesting questions to both guests, with many people from the media filming the event.

Prime Minister Gillard then visited several classrooms, met some of our wonderful community members and hosted a press conference in the school grounds. A very exciting day for our school community!

Significant programs and initiatives

Aboriginal education

AWPS celebrated NAIDOC Week 2013 with a whole school flag-raising ceremony, attended by Mr. Kevin McGuiness, Aboriginal Education Officer. Mr. McGuinness spoke with the students, parents and teachers about the significance of the Aboriginal flag. Mr. McGuinness spent the day with members of the SRC, talking about Indigenous traditions, sharing traditional Aboriginal artefacts and teaching the students Indigenous playground games. All students received a wooden boomerang to decorate. The boomerangs and other related art work were displayed in the office area. Students were invited to make a gold coin donation to the Aboriginal Literacy Foundation.

Multicultural education

AWPS is a multicultural school where the students come from 28 different language backgrounds. In total, approximately 98% of the students are from English as an Additional Language/Dialect (EAL/D) background.

The school employs an Assistant Principal ESL, ESL teachers, Community Language teachers in the Arabic and Turkish languages, a Community Liaison Officer and a Student Learning Support Officer to support the EAL/D students and their families; as a result AWPS is now a centre for community activity. The school has implemented these initiatives through programs such as:

- **Learning Centre**: new arrival students and students with limited English are identified and enrolled in an after school program catering for each child’s specific language needs;

- **Homework club**: students in years 3 – 6 who require homework assistance are provided with a quiet space to study with the assistance of classroom teachers each Monday afternoon for one hour;

- **SPARKS**: refugee students were targeted for an intensive one hour a week homework assistance program provided by volunteers from the Saint Vincent de Paul Society;
• English classes for parents: parents enrolled in weekly English classes to assist them to acquire the English that they need to assist their child with their learning;

• parent excursions: parents were provided with an opportunity to visit the Museum of Sydney & Auburn Botanical Gardens;

• Parent Expo: parents were encouraged to share skills and talents, including cultural practices, with members of our school community;

• parent room: the parent room provides a space to cater for the specific needs of our parents. It is utilised for weekly English classes, parent meetings and the room is open every afternoon from 2-3pm for all parents to drop into the Parent Café;

• parent meetings: parent group meetings are held weekly where a range of topics, collaboratively planned with the community, are covered;

• a continuation of our strong links with Auburn Council which has provided AWPS with access to the Librarians from Auburn Library and artists from the Peacock Gallery;

• the development of links with non-government agencies, such as Auburn Community Development Network (ACDN), Saint Vincent de Paul Society, Mission Australia and the Salvation Army to develop programs for the students and parents at AWPS;

• whole-school assessment and monitoring using the ESL Scales;

• using technology such as ipads, flip cameras, interactive whiteboards and online materials to support the delivery of the New Arrival intensive English programs; and

• teacher professional learning: teacher professional learning was provided to all staff in the areas of ESL education, ESL scales and knowledge of the parent community.

At AWPS, the community language programs offered to speakers of Arabic and Turkish, have taught and promoted the importance of literacy in students’ home language. In addition, we have continued to promote harmony to counter racism, intolerance and bullying and to develop understanding of cultural, linguistic and religious differences through our ESL program, Community Language programs, Positive Behavioural Interventions & Supports program, Parent Program meetings and workshops, and through specials days such as Intercultural Day and Harmony Day celebrations.

Respect and responsibility

During 2013 staff and students continued to promote a positive school culture through a focus on our five school values: Respect, Care, Responsibility, Pride and Co-operation. The values were taught and reinforced through explicit lessons during the year.

Staff shirts have been redesigned in our school colours to be eye catching, identifiable as AWPS and linked to our school values. The introduction of staff high-visibility vests for playground duty assists staff and students locate staff on duty so that any issues would be acted upon in the shortest possible time.

The introduction of the 5 STEPS behaviour consequences system gave the school a consistent approach in all classrooms to manage and record behaviour. New school playground signage was redesigned, colour coded and
installed to assist students to name and describe all four rules within the area of the school. These signs will be installed in 2014.

Positive behaviour and committed effort to schooling continues to be recognised through our Star Badge award. There were 372 students who received an AWPS Star Badge in 2013. These students consistently demonstrated positive, cooperative behaviour and a strong effort in their learning throughout the school year. Star Badge students celebrated with an excursion to Luna Park at the end of Term 4.

The PBIS committee ran whole school professional learning workshops around the school’s behaviour management structure with a focus on consistent implementation of this structure. The alterations that occurred involved the redesign of the STEPS systems from 5 to 4 steps; changing the blue card to a red card to link directly to the steps; and the development of an orange card for time to link with step 3. This was all done with consultation with staff. These changes are ready for implementation in 2014.

The employment of additional staff through the Priority Schools Program (PSP) funding substantially assists student learning, both in the classroom and through after school learning programs such as homework club for Years 3-6 and Bright Sparks for K-6. PSP funding also assists the development of resources for teachers and students focusing on literacy and mathematics.

Auburn West parent programs such as the Iraqi Parent Meeting, Parent Cafe, English classes and Afghan Parent Meetings have been funded through Transitional Equity Funding. These programs offer parents the resources to learn about the NSW educational system and provide opportunities for parents to assist their children to navigate through school.

Play Leaders

We trialed the Play Leaders Program in 2013. As part of our ongoing commitment to building student leadership capacity, all year 5 students participated in leadership training over two days focusing on areas such as communication, responsibility and cooperation.

The program was run each lunchtime Monday to Thursday, where year 5 students assisted students with a variety of games and equipment set up around the playground, the hall and grass areas. The play leaders encouraged the kindergarten to year 2 students to play with the equipment and demonstrate the proper use of the equipment. The involvement of the K-2 students was aimed at assisting all students to develop their social skills on the playground.

The play leaders could be easily recognised as they wear a red vest and lanyard and $3000 of new equipment was purchased for this program. This initiative was very well received by the students and the staff.

National partnerships and significant Commonwealth initiatives

The following information is taken from the Low SES Evaluation report prepared as a result of an evaluation at Auburn West Public School of strategies and targets from the 2013 School Plan:

- Focus on Reading training and support from the Instructional Leader DP and the AP mentors has led to an improvement in the quality of teachers’ literacy teaching practice, including the explicit instruction of comprehension, vocabulary knowledge and fluency skills and strategies tailored to meet student needs;
- The employment of Instructional Leader DP (1.0) and allocation of Assistant

Transitional Equity Funding

The employment of additional staff through the Priority Schools Program (PSP) funding substantially assists student learning, both in the classroom and through after school learning
Principal mentors (4.0) has improved implementation of more effective programs as reported by teaching staff through collegial discussions during Teacher Assessment and Review Schedule (TARS) and using the “Goals, Reality, Options, Will” (GROW) model of professional development;

- mentors employed skills developed through completion of accredited Growth Coaching and utilised the GROW model of professional development – a process of improving practice through setting regular goals; beginning with professional dialogue to establish a professional goal, using class observations and teacher self-evaluation to determine current reality of practice, determining options for improvement and subsequently establishing a plan for a way forward, in order to ensure achievement of the goal, and therefore enhance pedagogy and improve student outcomes;

- the Focus on Reading program has developed teacher knowledge of current pedagogy around reading, particularly in the areas of comprehension, vocabulary knowledge and fluency. The teaching of reading across years 2 to 6 is more explicit and systematic, balanced and integrated with a common language being applied in the teaching of literacy by both classroom teachers and specialist staff. These strategies are tailored to meet individual student needs;

- kindergarten teachers have utilised the Language, Learning and Literacy (L3) program to improve their knowledge and ability to teach fundamental literacy skills including, reading, writing, talking and listening. All teachers involved were overwhelmingly positive about the impact of the program on their teaching practices, professional knowledge and student learning outcomes;

- a two-day teacher professional learning on teaching space and geometry K-6 provided by an external mathematics consultant improved teachers’ understanding and delivery of this strand. Teachers engaged in a continuous cycle of implementing new strategies for teaching space and geometry and collegial discussions to reflect on and improve practice;

- feedback from teachers indicates that Best Start has improved efficiency in monitoring student progress using the literacy continuum. Teachers further stated that the guidance and support received from their mentor assisted them in using Best Start results in programming for differentiated instruction; and

- teachers reported that the employment of a Speech Pathologist supports them in the identification of students who are experiencing difficulties in the areas of phonemic awareness and aspects of speaking. Speech pathologist support has assisted in the development and implementation of appropriate strategies and resources to support student learning. Teachers made specific reference to the improvement in student understanding of language structures used in speaking, reading and writing. 63 students were withdrawn for small group instruction across the school, and ten classes received in class support from the speech pathologists.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents used by the school; and

- further analysis of student achievement was gathered through a comprehensive analysis of NAPLAN results using SMART data, L3 assessments, reading benchmarking, data from speech pathologists, Best Start data, the literacy continuum and numeracy continuum.
School planning 2012—2014: progress in 2013

School priority 1
To improve the overall literacy outcomes for all students.

Outcomes from 2012–2014
- At least 50% of Kindergarten students at AWPS achieving PM Benchmark level 4 at the end of Semester 1;
- at least 50% of Year 1 students at AWPS achieving PM Benchmark level 11 at the end of Semester 1;
- at least 50% of Year 2 students at AWPS achieving PM Benchmark level 20 at the end of Semester 1;
- increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 91% to 93% in 2013;
- increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 78% to 85% in 2013;
- increase the number of Year 3 students attaining a proficiency standard in NAPLAN reading from 12% to 17%;
- increase the number of Year 5 students attaining a proficiency standard in NAPLAN in reading from 6% to 10%; and
- increase the percentage of Year 5 students achieving or exceeding state expected growth from 41% in 2012 to 43% in 2013.

Evidence of progress towards outcomes in 2013:
- 39% of kindergarten students achieved PM Benchmark level 4 or above at the end of Semester 1. A further 34% of Kindergarten students were at PM Benchmark level 3;
- 37% of Year 1 students achieved PM Benchmark level 11 or above at the end of Semester 1. A further 26% of Year 1 students were at PM Benchmark levels 8 to 10;
- 41% of Year 2 students achieved PM Benchmark level 20 or above at the end of Semester 1. A further 12% of Year 2 students were at PM Benchmark levels 17 to 19;
- 91% of Year 3 students achieved at or above minimum standard in 2013 NAPLAN reading test;
- 93% of Year 5 students achieved at or above minimum standard in 2013 NAPLAN reading test;
- 9% of Year 3 students attained a proficiency standard in NAPLAN reading;
- 5% of Year 5 students attained a proficiency standard in NAPLAN reading in 2013; and
- 54% of Year 5 students achieved or exceeded NAPLAN state expected growth in 2013.

Strategies to achieve these outcomes in 2014
- Continue to implement explicit programs of support for literacy (Reading Recovery and L3 where new staff receive training) in the early years;
- embed a common whole school understanding of literacy teaching and learning K-6 through quality professional development in teaching reading (Focus On Reading, L3, PLAN and Best Start);
- the employment of a literacy consultant, an instructional leader and four Assistant Principal mentors to lead collaborative planning, provide professional learning, establish exemplary programs, monitor student progress through analysis of collected data and provide in-class support for teachers; and
- increase literacy resources across all English strands to meet the needs of the learner.

School priority 2
To improve the overall numeracy outcomes for all students.

Outcomes from 2012–2014
- Increase the percentage of Year 3 students achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 8% to 10% in 2013;
increase the percentage of Year 5 achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 7% to 10% in 2013; and

increase the percentage of Year 5 students achieving or exceeding state growth in data, space, measurement and geometry strands of NAPLAN test from 42% to 45% in 2013.

Evidence of progress towards outcomes in 2013:

- 14% of Year 3 students achieved in the highest two bands of NAPLAN test in data, space, measurement and geometry strands;
- 7% of Year 5 achieved in the highest two bands of NAPLAN test in data, space, measurement and geometry strands; and
- 54% of Year 5 students achieved or exceeding state growth in data, space, measurement and geometry strands of NAPLAN.

Strategies to achieve these outcomes in 2014:

- Engage the services of a numeracy consultant to facilitate professional learning programs and build whole school capacity to improve student numeracy outcomes;
- utilise Best Start assessment data, NAPLAN data and the numeracy continuum to inform teaching practice and improve student achievement of mathematics outcomes; and
- track student performance in mathematics using the numeracy continuum.

School priority 3
To increase the level of appropriate behaviour of all students.

Outcomes from 2012–2014

- Increase the number of students who are able to name, describe and discuss the school rules from 67% to 75% of students by the end of term 3, 2013.

Evidence of progress towards outcomes in 2013:

- School playground signage was redesigned and colour coded to assist students to name and describe all four rules within the area of the school;
- 7% decrease in incidents of aggressive and/or violent behaviours from 2012 to 2013, as measured by student welfare data;
- all staff were introduced to the 5 STEPS behaviour consequences system in order to have a consistent approach to manage and record behavior;
- continued implementation of a school-wide positive behaviour award system to reward students from Kindergarten to Year 6 who consistently displayed exemplary behaviour choices and followed all school rules; and
- continued implementation of a school-wide behaviour management system.

Strategies to achieve these outcomes in 2014:

- Maintain school rules to ensure there is an increase in appropriate behaviour;
- continue to implement the Star Badge Award incentive scheme;
- ensure that explicit criteria for receiving a Star Badge are displayed in all learning spaces and in the school newsletter;
- continue to teach the school rules and values as outlined in the scope and sequence; and
- incorporate the language of the Auburn West Rules matrix into classroom management practices across the school.

Professional learning

All teachers participated in a range of professional learning activities throughout the year. Due to a significant amount of professional learning within school throughout the year being funded by National Partnerships programs, our Teacher Professional Learning (TPL) funds were expended on the following areas provided by DEC or external organisations, including:

- approximately 9% of TPL funds were used for professional learning in literacy and numeracy;
- approximately 7% of TPL funds were spent on welfare and engagement;
- approximately 5% of TPL funds were spent on quality teaching, syllabus implementation
and school priorities, beginning teachers, career development;

- approximately 9% of TPL funds were used for professional learning around the use of ICT; and

- approximately 70% of TPL funds were used for professional learning in leadership. Throughout the year the school leadership team participated in Growth Coaching, an accredited professional development course to coach and mentor all teachers.

A total of $31028.40 was spent on professional learning in 2013 from funds specifically allocated to TPL. Substantial additional funds were spent on TPL from other budget areas.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, 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. Their responses are presented below:

- students enjoy learning through a variety of teaching and learning experiences. They feel that they contribute to school direction through participation in decision-making processes, such as through the SRC, and they continue to be extremely proud of their school;

- staff continue to focus on student learning as their highest priority. They are provided with a range of professional learning experiences to develop their own teaching and learning skills. Staff feedback indicates high levels of satisfaction with the school; and

- parent and community feedback indicates high levels of satisfaction with the school. They were very supportive of all school focus areas and believe that there are many opportunities for parent involvement in school life.

**Program evaluations**

**Background**

The school initiated a review of the teaching of mathematics, including the review of teaching and learning programs, school policies, resources and teacher understanding.

The processes used to collect information for analysis included interviews with staff, students and parents; document analysis; data analysis and classroom visits.

**Findings and conclusions**

A range of findings and conclusions were presented in the review report. Some of the key findings and conclusions are listed below:

- a current Mathematics Policy is available to all staff;

- the policy includes a NSW DET Scope and Sequence 2006 which was evident in all teaching programs;

- the scope and sequence drives programming;

- limited evidence of the regular use of maths learning journals in classrooms as stated in the policy;

- evidence of consistent use of the developed or suggested proformas;

- evidence of collaboration to determine outcomes and indicators each term;

- evidence of differentiation in some teaching programs;

- unclear and inconsistent allocation of time to the numeracy block across K-6;

- little evidence of Working Mathematically embedded in activities in teaching programs;

- teachers are enthusiastic and hard-working;

- positive student–teacher relationships were evident in classroom visits and through conversations with parents;

- the support of mentors is highly valued by the majority of teachers and is seen as a key professional learning activity;

- evidence of use of We Are Learning To (WALT), What I am Looking For (WILF) and This Is Because (TIB) across the school;

- the use of ‘CMIT’ indicated an inconsistency in understanding of the CMIT program and syllabus outcomes;
• evidence of a massive quantity of assessment data;
• instruction appears to be driven by scope and sequence;
• students were grouped for instruction; and
• Schedule for Early Number Assessment (SENA) testing carried out annually.

Parents reported high levels of satisfaction with their children’s progress in mathematics and with their children’s teachers. Teachers want to see improvements in the teaching of mathematics and numeracy. Most teaching programs were made available and were very detailed showing a high level of organisation in planning. Programming to the scope and sequence is driving instruction rather than student learning needs.

Student engagement in mathematics is high with a focus on a ‘hands on’ approach and grouping of students. Many of the teachers interviewed expressed concern about their lack of training and understanding of the teaching of mathematics.

Teachers are actively engaged in planning and delivering regular lessons in mathematics. Students reflect positively on their learning and enjoy the lessons. Parents are happy with the mathematics lessons their children are receiving.

Teachers meet and plan using the scope and sequence in the school’s Mathematics Policy. It appears that although a large amount of data is collected it is not being used satisfactorily to inform teaching programs and address student needs. There are a range of assessments undertaken by teachers to establish student strengths and needs with no one school wide approach being observed.

**Future directions**

The mathematics review recommended the school develop and implement:

• an ongoing whole school teacher professional learning process that provides quality input for teachers on assessment of, for and as learning, and on explicit instruction to meet the needs of all students;
• a whole school approach to the teaching of mathematics and numeracy starting with a deep knowledge of the NSW Syllabus for the Australian Curriculum Mathematics K-6 and the Numeracy continuum K-10 for teachers in order to improve student learning outcomes;
• a whole school approach to the teaching of numeracy including elements of a numeracy block; and
• a school wide approach to identify and address student learning needs.

**About this report**

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

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