Auburn West Public School
Annual School Report

2012
Messages

Principal’s message

It has been an absolute pleasure to have relieved as principal in 2012 at Auburn West Public School. I am extremely pleased with our achievements this year.

For me the most satisfying achievement was that we have all moved forward together and we have all helped each other to become better. Our teachers are better teachers today than they were in February, and our students know and can do more than they could at the start of this year. We have further expanded and enhanced our community programs to better meet the needs of our community.

To achieve this, classroom teachers, our literacy support teachers, our ESL teachers, support teachers and our office staff have given so generously to our students and to this school.

We have continued to enrich the experiences that give our students opportunities to talk about, read about and write. These are experiences that allow our students to develop holistically. Experiences, such as our book character day and the Luna Park Star Badge treat. Opportunities to consolidate their learning such as excursions to farms, to Darling Harbour, Government House and the ANSTO Nuclear reactor.

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. H. Vassila R/Principal

School Council message

The Auburn West Public School Council Committee met once a term in 2012. During these meetings, council members discussed aspects of school life. The school council agreed to include the hijab as part of the school uniform, which included agreeing on a school coloured hijab. In addition to this, a new school uniform supplier was approved by the school council to remove this role from the School Administrative Officers. The school council clarified the school excursion policy to support students in need of assistance to attend school excursions.

Two teacher representatives completed their service on school council; therefore, two new representatives will be elected in Term 1 of 2013.

Mr. A Zreika, School Council President

Student representative’s message

In every Student Representative Council (SRC) meeting representatives from each class from Year 2-6 learn communicative and evaluative skills to negotiate and implement action plans to address student concerns.

This year the students in the SRC have organised and promoted ‘Crazy Hair Day’, a fundraising event for the Leukemia Foundation.

The SRC helped to introduce, create and promote Sergeant Super Solver boxes and are used by students to report any bullying issues they may experience; the boxes are kept in every classroom K-6. The students in the SRC have performed a play to the students about bullying to help highlight this important step in communication, and to assist students to identify when they might require assistance.

The highlight of the 2012 SRC was the creation and introduction of the school’s own Acknowledgement of Country. This was written with the assistance of Kevin McGuinness, an Aboriginal education consultant. Students were able to create a powerful message for the school.

Farah Alameddine and Muhammad Rifahi, Student Representatives

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>
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<th>2012</th>
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Structure of classes

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<tr>
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<td>20</td>
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<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>21</td>
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</tr>
<tr>
<td>KM</td>
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<tr>
<td>K/1 H</td>
<td>K</td>
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<td>22</td>
</tr>
<tr>
<td>K/1 H</td>
<td>1</td>
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</tr>
<tr>
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<td>22</td>
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<tr>
<td>6S</td>
<td>6</td>
<td>27</td>
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</table>

Management of non-attendance

In 2012 all attendance moved to an online tracking system, ‘WebAttend’. Rolls are marked online each day and student absence information can be tracked efficiently through this program. Management of student non-attendance occurs through close monitoring by class teachers and the Deputy Principal. A number of 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 are regularly monitored by the HSLO and the Deputy Principal. Excellent student attendance was rewarded at assembly.

Student attendance profile

Student attendance was above both region and state percentages. There were 70 students who travelled overseas for 15 days or more.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>95.9</td>
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<td>95.1</td>
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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

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<td>Assistant Principal Mentor</td>
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<td>Classroom Teachers</td>
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<td>Part Time Teacher</td>
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<td>Teacher RFF</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Priority School Funding Scheme</td>
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<tr>
<td>Community Language Teacher</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.472</td>
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<td>Total</td>
<td>53.524</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Auburn West Public School currently has no staff identifying as Indigenous.
Staff retention
Although staff retention remains high, twenty one 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 as four teachers relinquished their positions at the school, student numbers increased to create additional staffing positions and new positions were allocated through the Learning and Support Teacher allocation.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>471064.92</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

Expenditure

Teaching & learning
- Key learning areas: 54108.72
- Excursions: 34783.88
- Extracurricular dissections: 90509.76
- Library: 5289.99
- Training & development: 3809.67
- Tied funds: 361542.33
- Casual relief teachers: 99947.04
- Administration & office: 72980.41
- School-operated canteen: 0.00
- Utilities: 86629.60
- Maintenance: 22041.98
- Trust accounts: 11155.36
- Capital programs: 15902.05

Total expenditure: 858700.79

Balance carried forward: 690876.48

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

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

School performance 2012

Achievements

Arts

Highlights in the area of the arts during 2012 included:

- 19 students from our school choir participated in the Mirror Project, where they performed with the Gondwana Sydney Children's Choir and three other primary schools. The project was based on Jeannie Baker's book "Mirror", where the choir performed five songs in total, including two original compositions called "The Arrival" and the final song based on Jeannie Baker's book called "Mirror". Students participated in weekend workshops where they participated in dance, drama, song writing and singing to form ideas for the songs in the final production. A choir conductor from the Sydney Children's Choir rehearsed with the choir each fortnight until the final performance at Parramatta Riverside Theatre in September;

- a new school song was developed and written by the school choir and Miss Sadler;

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

- our drum group 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 the sport during 2012 included:

- an intensive 10-week swimming program for 90 Year 2 students. This program provided an opportunity for Year 2 students to learn swimming skills with qualified instructors;
- AWPS participating 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 girls oz-tag team winning their competition and were undefeated throughout the season. Our junior girl’s oz-tag teams, junior and senior boys oz-tag teams and junior cricket teams were semi-finalists in their respective competitions;
- 44 students representing the school at the Zone athletics carnival, with four of these students progressing to the regional athletics carnival. 39 students represented the school at the Zone cross country, with eight students competing at the regional level. Four swimmers represented Auburn West Public School at the district swimming carnival;
- 150 students from Years 3-6 involved in a professional coaching program for tennis;
- All classes K-6 receiving professional coaching clinics from the AFL;
- Year 6 students participating in the Dance to Be Fit program, where students learnt choreographed dances for fitness;
- All classes participating in the NSW Premier’s sporting Challenge. 18 classes achieved gold level awards, 6 classes achieved silver level awards and 6 classes received bronze level awards; and
- All students participating in physical fitness to highlight the importance of an active lifestyle when they were involved in Jump Rope for Heart activities.

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

Reading – NAPLAN Year 3
**Significant programs and initiatives**

**Priority Schools Program**

The employment of additional staff through Priority Schools Program (PSP) funding substantially assists students 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 PSP 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.

**Aboriginal education**

The NAIDOC Assembly served to promote awareness of indigenous issues, foster an appreciation of the importance of traditional ceremonies as well as highlight achievements of famous indigenous people.

The AWPS acknowledgment of country was developed by the SRC with support from Kevin McGuinness the Aboriginal Education Officer from Blacktown Council. The acknowledgment is now utilised at all assemblies.

Three members of staff attended a workshop on October 23rd “8 Aboriginal Ways of Learning” to support AWPS curriculum development in 2013.

**Multicultural education**

Over 97% of the students AWPS are from an English as an Additional Language/Dialect (EAL/D) background. The school has employed an Assistant Principal ESL since 2009. This position has been maintained through PSP funding, and currently through National Partnership funding. In addition, the school has also funded a part time Community Liaison Officer (CLO) position in 2012 using National Partnership funds. The roles of the AP ESL and the CLO are to ensure that students and the parent community are provided with opportunities to develop skills that will assist their children to succeed at school. The school initiatives include:

- Learning Centre: new arrival students and students with limited English are identified and enrolled in an after school program catering for their 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 are targeted for an intensive one hour per week homework assistance program provided by volunteers from the Saint Vincent de Paul Society;
- English classes for parents: parents enrol in English classes each week to assist them to acquire functional English that they need to help their child with their learning;
- computer classes for parents: TAFE Outreach provided computer technology classes for parents in semester 1 which enabled parents to learn more about the modern technology that their child engages with in an educational setting;
- Parent Room: through National Partnership and Equity funding AWPS has set up a parent room, a meeting place for parents. The room is used for a variety of weekly meetings and every afternoon the room is open for parents to drop in for a cup of coffee, and to learn about what is being offered within the school for themselves and their children. The parent room is administered by the Community Liaison Officer who has been employed through National Partnership funding;
- weekly parent meetings: the continuation of weekly parent group meetings where topics, collaboratively planned with the community, are covered;
- Families in Cultural Transition (FICT) program: two FICT programs were run in 2012 with assistance from the DEC’s Community Information Officer and NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS). Afghani and Iraqi parents accessed these programs;
- development of links with non-government agencies, such as Auburn Community Development Network, 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 and online materials, to support the delivery of the New Arrival, intensive English, programs;
- providing teacher professional learning to all staff in the areas of ESL education, ESL scales and knowledge of the parent community;
- Community Language programs for students who are speakers of Arabic and Turkish, have promoted the importance of literacy in students’ home language as well as assisting them to learn more about English; and
- Developing an understanding of cultural, linguistic and religious differences through our ESL program, Community Language programs, PBIS program and days such as Intercultural Day and Harmony Day.

Respect and Responsibility

During 2012, staff and students continued to promote a positive school culture through a focus on the four school rules of learn, show care, respect and be safe. The rules were taught and reinforced through explicit lessons taught throughout the year. The school rules posters and playground signage have been redesigned and colour-coded to enhance their visibility within the school and to assist a greater number of students to name and describe all four rules within each area of the school.

Positive behaviour and committed effort to schooling continues to be recognised with our Star Badge award. There were 332 students who received an AWPS Star Badge in 2012. These students consistently demonstrated positive, cooperative behaviour and a strong effort in their learning throughout the school year. These students celebrated with an excursion to Luna Park at the end of Term 4.

The anti-bullying sub-committee updated our anti-bullying policy and intervention procedures in 2012. The new procedures allowed for better monitoring and intervention to ensure that incidences of bullying were prevented throughout our school. The committee ensured that staff and students were made aware of anti-bullying procedures, and the Auburn West anti-bullying hero, “Sergeant Super Solver” was prominently featured as a key support for all students to identify, report and prevent bullying incidents.

National partnership programs

Improving the quality of literacy teaching has been our priority in 2012. All teachers have engaged in professional learning throughout the year through programs such as Focus on Reading and Language, Learning and Literacy (L3).

Teachers involved in the Focus on Reading program have developed their knowledge of the reading process, particularly in terms of comprehension. More significantly, through a professional dialogue with the Quality Teaching (QT) Mentor, teachers have improved their skills in teaching students to comprehend what they have read. We are expecting to see this change in teaching practice reflected in student performance in 2013 and beyond.

Kindergarten teachers have utilised the L3 program to improve their knowledge and ability to teach fundamental reading skills, including the key areas of phonemic awareness, phonics, hearing and recording sounds and vocabulary. This program has been extended to Year 1 teachers through the provision of a QT Leader, who mentored teachers in their implementation of the L3 principles within the classroom. All teachers involved were overwhelmingly positive about the impact of the program on their teaching practices, professional knowledge and student learning outcomes.

The Assistant Principal Quality Teaching (APQT), QT leaders and Literacy Consultant were employed to oversee and facilitate the implementation of professional learning for all staff K-6. This involved organising and developing training, providing demonstration lessons, supervising practice and supporting teachers in the implementation of a variety of literacy programs and initiatives, such as Best Start, Focus on Reading, L3 and Reading Recovery. As a result of the positive feedback from staff regarding this initiative, in 2013 additional mentor positions will be created in order to support the coordination of collaborative planning, professional learning, mentoring and in-class support.
Teachers participated in individual Action Learning Projects with a focus on oral language. They worked with the QT leaders and consultant to devise and implement a personalised action learning plan that included identifying learning goals, implementation strategies, reflection on current pedagogy and trends and the building of professional networks, both in and out of the school setting.

**Other programs**

Language Enhancement Lessons (LEL) Project was initiated and funded by the Languages Unit of the Department of Education and Communities. Nine language groups participated in this project, including Turkish. The purpose of LEL was to enhance the existing language lessons in schools via video-conferencing and interactive whiteboard activities in the languages in the connected classroom.

Mrs Nazmiye Iyidilli, AWPS Turkish community language teacher, was nominated to develop the LEL Project by The Turkish Consulate in Sydney and to work with the Australian Turkish Mutual Alliance (ATMA).

Turkish LEL lessons were trialed from Week 1-8 in Term 4 via video-conferencing from the DEC state office in Ryde at Auburn West PS in their connected classroom. Sevim Cimen presented the lessons to the Year 4 and 5 children who were studying Turkish as a community language at Auburn West PS in collaboration with Nazmiye Iyidilli. Guests from the Turkish Consulate, Auburn Council, Department of Education and Communities, Putney PS, Australian Turkish Mutual Alliance, AWPS and a reporter/cameraman from the Turkish Radio and Television (TRT) channel observed the final lesson.

**Video Conferences (VC) with Lachlan Macquarie College: Stage 3 Science and Mathematics Targeted Groups**

The VC facility enabled our students to interact with experts from universities and colleges and engage with other schools outside of our region.

The Stage 3 science and technology targeted group was involved in VC lessons coordinated by Mark Grady and Cherine Spirou, the Science Project Officers at Lachlan Macquarie College.

During the VC, students viewed presentations shared on the interactive whiteboard and were involved in reciprocal learning by asking and answering questions about climate change.

The Stage 3 targeted mathematics group also participated in VC with Lachlan Macquarie College. Once a term the students were able to participate in mathematics investigations and successfully achieve stage 4 outcomes in all mathematical strands. This was a valuable learning experience for our students involved who were highly motivated and engaged in this program.

**Progress on 2012 targets**

**Target 1**

To improve the overall literacy outcomes for all students.

Our achievements include:

- 70% of Kindergarten students reading at or above reading recovery level 7;
- 70% of Year 1 students reading at or above reading recovery level 16;
- 70% of Year 2 students reading at or above reading recovery level 26;
- 91% of Year 3 students achieving at or above minimum standard as measured by NAPLAN reading assessments;
- 78% of Year 5 students achieving at or above minimum standard as measured by NAPLAN reading assessments; and
- 41% of students achieving or exceeding state expected growth in NAPLAN.
Target 2
To improve the overall numeracy outcomes for all students.
Our achievements include:

- 84% of year 3 students achieved at or above national minimum standard as measured by NAPLAN;
- 87% of Year 5 students achieved at or above national minimum standard as measured by NAPLAN;
- 6% of Year 3 students achieved at or above band 5 as measured by NAPLAN;
- 7% of year 5 students achieved at or above band 7 as measured by NAPLAN;
- 90.8% of kindergarten students achieved at or above perceptual level as measured by Best start;
- 87.8% of Year 1 students achieved at or above figurative level as measured by Best start;
- 92.17% of year 2 students achieved at or above figurative level as measured by Best start; and
- 69% of year 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:

- 34% decrease in slips written for inappropriate classroom and playground behaviours from 2011 to 2012;
- 9% decrease in incidents of aggressive and/or violent behaviours from 2011 to 2012, as measured by student welfare data;
- 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. 332 students received a Star Badge at special assemblies in 2012. Every student received additional rewards each term, including lunch, a school picnic at Auburn Botanic Gardens and a trip to Luna Park in Sydney;
- the continued implementation of the Anti-bullying Policy and the implementation of revised student reporting procedures;
- ongoing effectiveness of the Learning Support Team and the continued role of the Student Learning Support Coordinator;
- the introduction of revised behaviour management data recording utilising the Sentral Welfare system; and
- continued implementation of a school-wide behaviour management system.

School evaluation
National Partnerships Low SES Evaluation
Background
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 2012 School Plan.

Findings and conclusions

- Focus on Reading training and support from the AP mentor has led to an improvement in the quality of teachers’ literacy teaching practice, including in the explicit instruction of comprehension skills and strategies tailored to meet students’ needs.
- Teacher discussions in stage meetings indicate that the implementation of the Language, Learning and Literacy (L3) program has supported them in providing explicit instruction in reading and writing strategies.
- Feedback from teachers indicates that Best Start has improved efficiency of student assessment and monitoring of student progress using the Literacy Continuum as well as programming for differentiated instruction.
- Teachers report 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 to support student learning.
- Regular monitoring and benchmark testing conducted by class teachers showed improvement in reading. This data was used to inform planning for student learning.
- 57 teachers were engaged in action research. Teachers utilised their three days release from class by making connections with other schools or researching their personalised research question. Many teachers also worked with the AP mentor, Quality Teaching Leader and Literacy Consultant to further develop their professional learning.
- Teacher professional learning on mathematical journals and Newman’s prompts improved teachers’ practice of teaching students to solve mathematical word problems.
- 67% of students K-6 were able to name and discuss the four school rules.
- Average of 15% growth of parents participating in partnerships between the community and universities. Parent programs provided by TAFE, Auburn Community Development Network (ACDN), Auburn City Council and Mission Australia were maintained. New programs were established with universities, Islamic Sciences and Research Academy of Australia (ISRA), Salvation Army and St. Vincent de Paul.

**Future directions**
- Continuation of FoR (Phase Two) for teachers who have completed Phase One. FoR Phase One for teachers new to Years 2 – 6 as well as staff from Beralu P.S.
- Implementation of a new leadership structure. Instructional leaders to deliver training in Focus on Reading, L3 and Best Start and contribute to the development of a leadership program for executive and aspiring executive. AP to take on a non-teaching mentor role. AP mentors will work with a stage team to provide professional learning and improvement in teaching practice.
- Ongoing L3 and Best Start professional learning for teachers and training of any new staff appointed to kindergarten classes.
- Implementation of speech pathology in kindergarten classrooms.
- Action learning is now included as a strategy within the Assistant Principal mentor model.
- With the assistance of a numeracy consultant, develop mathematics modules to support and improve the quality of teaching practice.
- Professional learning in Numeracy continuum and in the new NSW Mathematics K-10 Syllabus.
- Create new signage and rules posters. Revise and implement lessons for teaching programs, emphasising the language of the AWPS Rules Matrix.
- Increase the number of Chinese and Somali parents attending parent programs from 0 to 10 parents.
- Provide mentors with professional learning about the “8 ways of learning”, in order to provide their team with appropriate support.
Curriculum – Reading

Background

In 2012 parents, students and teachers were surveyed to monitor the progress of how reading is taught across the school.

Findings and conclusions

Teachers

- 100% of teachers surveyed stated that they clarify intended learning outcomes when teaching reading to students.
- 100% of teachers surveyed stated that their modelled and guided reading lessons have an explicit reading strategy focus.
- 97% of teachers surveyed stated that they have a deep understanding of how to teach comprehension strategies, responding to student’s interests, needs and abilities.
- 95% of teachers surveyed stated that they used a range of assessment processes such as anecdotal notes and running records to provide information on student’s strengths and areas for further development.
- 89% of teachers surveyed stated that they used class learning plans and the literacy continuum to track and maintain records of student achievement in reading.
- 92% of teachers surveyed stated that guided reading groups are fluid and flexible.
- 96% of teachers surveyed stated that they use the syllabus and other DEC support materials to plan explicit and systematic modelled and guided reading lessons.
- 72% of teachers surveyed stated that they have a deep understanding of how to teach fluency and vocabulary knowledge to students.
- 88% of teachers surveyed stated that they have access to a range of resources to explicitly teach comprehension strategies.

Students

- 92% of students surveyed stated that their teacher explained what they are learning about during modelled and guided reading.
- 82% of students surveyed stated that they participated in modelled and guided reading lessons each day.
- 81% of students surveyed stated that they participated in reading activities that are interesting and help them learn comprehension strategies.
- 89% of students surveyed stated that their teacher knows what they can do in the area of reading and what they need to learn.
- 83% of students surveyed stated that their teacher keeps a record of his/her achievement in reading.

Parents

- 94% of parents surveyed stated that their child engages in daily modelled and guided reading lessons.
- 62% of parents surveyed stated that their child talks with his/her teacher about what they are learning.
- 94% of parents surveyed stated that their child’s teacher plans reading activities that are interesting and appropriate to their child’s needs and abilities.
- 97% of parents surveyed stated that their child’s teacher knows what their child can do (in the area of reading) and what they need to learn;
- 80% of parents surveyed stated that their child uses the super six strategies to comprehend when he/she is reading.
- 97% of parents surveyed stated that their child’s teacher keeps records of his/her progress in reading.

Future Directions

- Provide teacher professional learning in how to teach vocabulary knowledge and fluency to students through the Focus on Reading program.
- Develop a school wide process for tracking and maintaining records of student achievement in reading using class learning plans.
- Provide teacher professional learning on how to give feedback to students when reading so
that students are aware of their reading goals.

- Promote and purchase further resources for the teaching of comprehension strategies so that students participate in activities that are motivating and engaging.

**Educational and management practice- School Management**

**Background**

In 2012 our school carried out evaluation of School Management.

**Findings and conclusions**

**Teachers**

- 100% of teachers surveyed stated that the school is continually looking at ways to improve its performance.
- 91% of teachers surveyed stated that the school continually makes minor changes to its programs to improve what it does.
- 89% of teachers surveyed stated that the school makes major changes from time to time to improve what it does.
- 98% of teachers surveyed stated that monitoring and evaluation of the school’s plans, policies, programs and practices are planned and ongoing.
- 92% of teachers surveyed stated that student interests, needs, abilities and systemic requirements determine the curriculum and school organisation.
- 100% of teachers surveyed stated that student welfare needs are reflected in the school’s policies, processes and practices.
- 82% of teachers surveyed stated that the school’s processes and procedures address staff welfare needs.
- 90% of teachers surveyed stated that professional development is planned, systematic and effective.
- 97% of teachers surveyed stated that the school’s plan, policies, programs and practices are effectively supervised and supported.

- 89% of teachers surveyed stated that the allocation of money and other resources are managed effectively.
- 85% of teachers surveyed stated that a range of strategies is employed to ensure effective communication.

**Students**

- 84% of students surveyed stated that the school is continually looking at ways to improve its performance.
- 70% of students surveyed stated that the school continually makes minor changes to its programs to improve what it does.
- 82% of students surveyed stated that the school makes major changes from time to time to improve what it does.
- 84% of students surveyed stated that the school measured the success of programs.
- 80% of students surveyed stated that the school met the educational needs of all students.
- 90% of students surveyed stated that the school cares about the students and that discipline is fair.
- 93% of students surveyed that staff are valued and supported.
- 91% of students surveyed stated that the teachers undertake extra training to improve their classroom teaching.
- 88% of students surveyed stated that the school is well organised.
- 91% of students surveyed stated that the allocation of money and other resources are managed effectively.
- 88% of students surveyed stated that the school communicates effectively with parents and students.

**Parents**

- 100% of parents surveyed stated that the school is continually looking at ways to improve its performance.
- 92% of parents surveyed stated that the school continually makes minor changes to its programs to improve what it does.
• 84% of parents surveyed stated that the school makes major changes from time to time to improve what it does.
• 100% of parents surveyed stated that the school measured the success of programs.
• 100% of parents surveyed stated that the school met the educational needs of all students.
• 100% of parents surveyed stated that the school cares about the students and that discipline is fair.
• 100% of parents surveyed stated that staff are valued and supported.
• 92% of parents surveyed stated that the teachers undertake extra training to improve their classroom teaching.
• 100% of parents surveyed stated that the school is well organised.
• 92% of parents surveyed stated that the allocation of money and other resources are managed effectively.
• 100% of parents surveyed stated that the school communicates effectively with parents and students.

Future directions

• Through regular evaluation of school programs and procedures the school will ensure that all staff are involved in improvement processes and receive effective feedback on progress.
• All staff will continue to promote and improve effective communication of routines, programs and procedures.
• Improve communication of changes to the school for students through assemblies, newsletters, the school website and the SRC.
• Students will develop a clearer understanding of learning intentions through the use of WALT, WILF and TIB strategy posters during lessons.
• Continue to effectively communicate to the whole school community how resources and money are managed to improve the school site, teacher development and student learning.

Parent, student, and teacher satisfaction

In 2012 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 be extremely proud of their school, enjoy learning through a variety of teaching and learning experiences and feel that they contribute to the school direction through participation in decision-making processes.
• Staff feedback indicates high levels of satisfaction with the 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.
• 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.

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 the year being funded by National Partnerships programs, our Teacher Professional Learning (TPL) funds were expended on the following areas outside of school TPL including:

• approximately 32% of TPL funds were used for professional learning in literacy and numeracy;
• approximately 8% of TPL funds were used for professional learning for beginning teachers;
• approximately 21% of TPL funds were spent on welfare and engagement;
• approximately 11% of TPL funds were spent on career development;
• approximately 17% of TPL funds were spent on quality teaching, syllabus implementation and school priorities; and
approximately 11% of TPL funds were used for professional learning around the use of ICT.
A total of $19,844.19 was spent on professional learning in 2012.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To improve the overall literacy outcomes for all students.

2013 Targets to achieve this outcome include:
- 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 number of Year 3 students attaining a proficiency standard in NAPLAN in reading from 12% to 17%; and
- Increase the number of Year 5 students attaining a proficiency standard in NAPLAN in reading from 6% to 10%.

Strategies to achieve these targets include:
- continue to implement explicit programs of support for literacy (Reading Recovery, L3 and speech pathology) 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 and Best Start);
- the employment of a literacy consultant, 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
Outcome for 2012–2014
To improve the overall numeracy outcomes for all students.

2013 Targets to achieve this outcome include:
- 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;
- increase the percentage of Year 5 students achieving or exceeding state growth in data, space, measurement and geometry strands
of NAPLAN test from 43% to 45% in 2013; and
- increase the percentage of students using mathematics journals as part of their numeracy lessons from 72% to 100% in 2013.

**Strategies to achieve these targets include:**
- engage the services of a numeracy consultant to facilitate professional learning programs for teachers around data, space, measurement and geometry strands;
- track student performance in mathematics using the Numeracy Continuum;
- utilise Best Start assessment data, NAPLAN data and the Numeracy Continuum to inform teaching practice and improve student achievement of mathematics outcomes; and
- continue with and increase the use of mathematical journal writing.

**School priority 3**

**Outcome for 2012–2014**

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

**Strategies to achieve these targets include:**
- 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.

**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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Ms. L Hodges, Deputy Principal
Ms. K Manners, R/Deputy Principal
Ms. S Galvin, Assistant Principal ESL
Mr. J Davies, Assistant Principal QT
Mr. S Malla, R/Assistant 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: