

Bexley Public School

Annual Report



2018



7406

Introduction

The Annual Report for **2018** is provided to the community of Bexley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Scott McCardell

Principal

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School background

School vision statement

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

Our students will be independent and confident in setting high expectations for themselves.

Our students will strive for excellence in the pursuit of academic success.

Our students will display strong morals and values based on respect, integrity and the inclusion of others.

Our students will develop resilience and understand their responsibilities and connections with the society we live in.

Our students will be happy and engaged learners who develop an active and healthy lifestyle.

Our students will be proud to call Bexley Public School their school.

School context

Bexley Public School has an enrolment of 300 students. The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is continuing its involvement in the Early Action for Success initiative (EaFS). The project aims to build on the success of the past three years showing continued student growth and achievement in literacy and numeracy learning. As part of the initiative, we have two Instructional Leaders from K–6 working with our teachers to improve curriculum implementation and effectively use data.

The school will continue to focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

There is a demonstrated commitment within the school community that all students make learning progress. The school is using the Student Wellbeing Framework to develop practices that enable students to succeed, connect and thrive.

As a Positive Behaviour for Learning (PBL) school, the expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. School programs support the development of leadership skills and encourage students to be active problem solvers, to demonstrate resilience and to cooperate with others. This year we have identified a new PBL team that have engaged in the PBL professional learning and are consulting with the community, students and staff to continually refine the PBL process.

The school embraces and celebrates cultural diversity in the community and promotes a strong sense of cultural identity through school events.

Student transitions are actively supported by extensive programs. The Kindergarten orientation/Starting School Well

programs support both students and parents. The school works with many other agencies and data from AEDI (the Australian Early Development Index) to inform the transition program. Effective transition visits are also organised for Years 4, 5 and 6 students with the local high schools and transition plans are managed for our most vulnerable students, including our Special Education students.

The Strategic Direction team have initiated investigations on the schools approach to anti-bullying and wellbeing strategies that were highlighted as areas a need to further support our students. In 2018 the school assessed its self as:–

Delivering for Wellbeing and is actively devising initiatives that will support us moving to Supporting and growing.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning and provide challenge.

In 2018, the school assessed itself as:– **Excelling** for Curriculum and Student Performance Measures– **Sustaining and Growing** for Learning Culture, Assessment and Reporting

Teaching

Effective classroom practice is supported across the school by regular, timetabled collaboration on every aspect of the teaching and learning cycle to ensure implementation of professional learning into instructional practice.

Teachers analyse school and external data in a 5 week action learning cycle in both literacy and numeracy, reflect on their practice as a result of the data, determine priorities and directions for the next teaching and learning cycle and plan for implementation, including feedback and sharing learning intentions and success criteria.

Collaboration is explicitly designed to improve teacher practice to have impact on student outcomes, which is linked to the Professional Development Plan (PDP) process. Practices such as providing demonstration lessons, elbow to elbow support in classrooms, delivery of curriculum and pedagogical knowledge, coaching and providing feedback are processes utilised by all teachers for the purpose of their own learning. All teachers are actively involved in developing and following their PDPs linked to school priorities. Additionally, the school within a community of schools has harnessed expertise to support the implementation of critical and creative thinking. Building the capacity of teachers is a priority in the school and early career teachers are supported with professional learning resources targeted to their needs.

The school is implementing quality learning environments based on quality teaching, by implementing different platforms of technology to support a wide variety of learning styles and to develop collaborative skills across the school.

In 2018, the school assessed itself as:– **Sustaining and Growing** for Effective Classroom Practice, and **Excelling** in Data Skills and Use, Professional Standards, and Learning and Development

Leading

The school works effectively to inform parents about school priorities and practices and regularly seeks their feedback on the school's programs. Tell Them from Me (TTFM) data reflects high levels of satisfaction within the school community.

In developing and constantly evaluating the 2018–2020 School Plan, the staff were led in meetings around the national priorities for education, the DoE's reform agenda and school-based evaluations to determine and maintain a strong school vision and the strategic directions required to realise that vision. The school has developed systems that ensure implementation of the school plan and collaboration for the development of all staff with the introduction of mid and end of term milestone meetings. These are regularly evaluated, reviewed and informed by the changing needs within the school community.

All teachers participate in the PDP process and are supported in developing professional goals that best meet school priorities, alongside individual aspirations.

The school finance team delivers sound and strategic management and alignment of resourcing with funding allocation and priorities.

In 2018, the school assessed itself as:– **Sustaining and Growing** for Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Students achieving success in a contemporary classroom

Purpose

Provide learning experiences that are purposeful, meaningful and relevant, nurturing and challenging the intellectual and imaginative capabilities of students.

Overall summary of progress

The school engaged with Sydney University as part of the STEM Teacher enrichment academy grant. Teachers across different stages were chosen as experts to strategically plan lessons to introduce soft skills to students enabling them with the necessary tools to succeed when working with others. The Stanford design process was then used to lead students to answer real world problems and create a solution to wasted playground space. This led teachers to use student led projects and futures focussed classroom spaces where these expert classes, using digital technologies and the design process, designed, planned and project managed an outdoor learning area for the benefit of the school.

This project has directly linked school learning to future study and work opportunities, with the involvement of an industry partner, Salesforce. With the successful application for the grant from SmartyGrants, we have forged a strong and successful partnership with this company who have supported the school with access to their wealth of resources, resulting in professional learning in robotics, design thinking, cloud based classrooms and STEM based technologies. We have collaborated with a community of schools visiting and discussing the best use of spaces in the school for student based, project based learning. We have initiated consultation and involvement with the State and Federal members of our local community who have become partners in supporting the school with strong involvement with the P&C.

We have improved the infrastructure of the school including a new wifi upgrade to support all existing and newly purchased equipment. STEM has become a part of the school timetable with opportunities for teachers to team teach with an expert STEM teacher and all students have access to STEM based learning within the week.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based planning and programing will show increase in the use of student led project based learning. Using innovative technology to engage students in a contemporary learning environment.	To engage in the Sydney University Enrichment Academy the school spent approx. \$4000 in teacher release to allow staff to attend training in the design process. This resulted in a large student led project to improve the school facilities (outdoor learning area) costing \$15,000	Student designed outdoor learning area completed with student evaluation showing student attitudes to the authentic nature of the project.
Staff and student surveys will show the impact of the introduction of STEM teaching in collaboration with Sydney University to increase a culture of collaborative learning among students and staff.	Sphero Robots \$1,819 purchased for coding classes. 10 I pads \$5,172 purchased to upgrade schools capacity to deliver coding programs.	The introduction of these devices has ensured the implementation of new collaborative experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff and student surveys will show the impact of the introduction of STEM teaching in collaboration with Sydney University to increase a culture of collaborative learning among students and staff.	17 Laptops purchased \$9,992 to allow flexibility in working with technology in the classrooms	The introduction of these devices has ensured the implementation of new collaborative experiences.
Surveys will show an increase in Staff confidence in using contemporary learning pedagogies to devise programs that ensure students are achieving success.	\$2000 spent on teacher release for school visits and collaborative teaching experiences	Teachers gaining valuable insight in how to adapt future focused learning pedagogies into their own classrooms

Next Steps

- The effective resourcing and use of the current STEM Room will be undertaken through surveying staff to ensure the redesign supports the effective delivery of curriculum elements from a number of learning areas.
- Staff will participate in Professional Learning about Inquiry Based Learning and effectively incorporate this into the teaching and learning programs.
- Continue to grow partnerships with corporate partners and build networks of practice across schools.
- The draft Technology Scope and Sequence developed this year will be finalised and incorporated into our Whole School Integrated Scope and Sequence. Staff will also be provided with Professional Learning in any areas required to ensure they are well equipped to teach relevant skills to their students.

Strategic Direction 2

Every student, every teacher achieving their potential growth

Purpose

Teachers will continually enhance their pedagogy and teaching practices to have a maximum impact on student growth.

Overall summary of progress

Expansion of Instructional Leadership

With the success of the instructional leader in K–2 from 2014–2016 the same model has been replicated for years 3–6. This enabled the school to provide teachers with the same tailored professional development and support needed to meet the learning needs of the students in 3–6. The IL worked closely together with teachers to develop an action plan based on student. This provide key insights to what support was needed for teachers to further their students growth.

A five week teaching cycle was implemented with data meetings proving to be successful as a way for teachers to analyse data on students to inform teaching practices. The IL then provided professional learning and in class support with evidence based practices to support the students needs. Teachers and IL worked shoulder to shoulder to deliver quality lessons focusing on comprehension in 2018.

In the last part of the year the 5 week teaching cycle was refined with the introduction of co–planning, co–teaching and co–reflecting sessions that proved effective in supporting staff in delivering quality lessons. The meetings enabled a sharing of vision, expertise and resources underpinned by the Syllabus and Learning Progressions.

Targeted Professional Development

Initial implementation of the ACARA Literacy and Numeracy progressions and PLAN 2 recording software enabled staff to become familiar with plotting their students accurately along the progressions and PLAN 2 software.

The Performance and Development Plans have motivated staff to engage in a more explicit, reflective process, which will continue to guide their ongoing professional development, at an individual and school level. Monitoring and feedback processes continue to build support and to plan for further professional growth. Pre–2004 teachers were regularly updated on information about maintenance procedures.

Engage in Collegial Learning Communities

Surveys provided to students after the decline in numeracy and mathematics data showed students had negative mindsets towards mathematics. Attending The Building Numeracy for Leadership Course (BNL) and engaging all staff in a professional learning partnership with the Mathematical Association of NSW (4 Week program) provided and engaged teachers in understand the mathematical development of young students. Mathematical teaching techniques that placed the student questioning and understanding at the centre of our focus had a immediate impact on student engagement and attitudes.

Co–plan co–teach and co–reflect model has enabled the sharing of expertise and knowledge to ensure a joint understanding in teams of teachers. This has been achieved through the maths scope and sequence to develop a progression of learning for students based on current need. This will need to be extended into 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will show an increased improvement in achieving their negotiated learning goals utilising the ACARA Literacy and Numeracy progressions.	Progression Data days \$15,865 Self funded Instructional Leader \$106,716	Progression Data Days has enabled the sharing of expertise and knowledge to ensure a joint understanding in teams of teachers.
Staff surveys will show increased confidence in student centred	Mathematics Association NSW program \$1200 for 4	In–depth discussion and study of early mathematical development support teachers in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning for numeracy and literacy providing value added teaching to every student.	sessions. Building Numeracy Leadership course for 5 teachers \$7,600	refining lesson plans for students. Practical mathematical teaching techniques supported teachers in developing students understanding of number sense and mathematical thinking.

Next Steps

- To ensure that AP and IL share same vision through shared PL and regular scheduled planning sessions.
- Implementation of two interventionist teacher roles to support children close the gaps in their learning.
- Further embed the co-planning, co-teaching and co-reviewing roles.

Strategic Direction 3

Positive Relationships

Purpose

To strengthen community partnerships with families to nurture the whole child and align staff, student and community goals to provide students with opportunities that develop confident and resilient individuals.

Overall summary of progress

Positive Behaviour For Learning PBL

During this year we conducted a review of our current behaviour systems including expectations, rewards and recognition and consequences for not meeting school expectations.

Staff participated in Professional Learning in the theory behind Positive Behaviour for Learning systems and the implications for the redesign of our whole school approach to behaviour and learning.

The school established a new PBL Team consisting of 1 member from each stage, LST and with both permanent and temporary staff to ensure that knowledge can be shared across the 3 years. We engaged an external coach to support our refinement and implementation of PBL. PBL Re-Load Day attended by 4 PBL team members.

PBL team meetings allowed the team to refine existing practices such as the classroom continuum of response and yellow card referral process. As a result, consistency in how to input data onto Sentral and streamline the process of communication between home and school.

The PBL Team redesigned PBL lessons and made new documents to promote a weekly focus. Lessons are now delivered on Powerpoint and have been received well by staff and students with increasing implementation on a weekly basis.

All members of the PBL Team are actively involved in implementing PBL Framework and supporting staff. The PBL Team have attending training throughout the year and with the External Coach. Staff perception towards PBL has improved with staff displaying a vested interest in implementing practices consistently. PBL has been made more user friendly. There is an increase in student engagement and a renewed interest for demonstrating PBL values to earn rewards.

Student Wellbeing

The school engaged a Occupational Therapist a one day a week for 2018

Organising teachers and Lisa (OT) made a decision to trial ES1 in the structured playroom for the first three weeks of Term 2 based on behaviours we were seeing from the cohort. This decision allowed the three ES1 classes to use structured playroom in a more flexible arrangement and more frequently throughout the school week.

Community Wellbeing projects

The schools Occupational Therapist completed an OT screener on all ES1 students. This information was sent home to parents and ES1 OT small group sessions were made based on these results.

This year our attendance for the Triple P Program was significantly lower due to its timing in Ramadan. For future sessions dates need to be cross checked prior.

Jack & Jill Preschool attended over two sessions and experienced classroom and library learning. This experience further established connections with a local community business and provided opportunities to meet new families coming to our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data will reflect an increase in positive student	Staff Professional Learning and release \$5000	New PBL Team established and completed training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
behaviour in all learning areas.		New PBL Team established and completed training.
Student, staff and parent responses from surveys will demonstrate an increase in general attitudes towards learning, engagement and belonging.	Staff team to analyse student TTFM survey results to determine need and investigate wellbeing initiatives that would contextually meet the need of our students	Implementation of Tell Them from Me survey to gain information on the attitudes of students.
Staff responses from school based surveys will show an increase of the impact on student learning and wellbeing after the implementation of student wellbeing programs.	Engagement of a Occupational Therapist \$30,800 Establishment of a structured playroom \$8,000	The occupational therapy program has had immediate impact identifying and supporting students with fine motor and gross motor development. The structured playroom has allowed us to work with younger students on social interactions.

Next Steps

- Relaunch PBL to the community.
- Initiate work to review schools discipline policy.
- Implement Well being programs for students (Peer Support Program.
- Establishment of a well being officer position.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,734	Student Personalised Learning Plans developed in consultation with parents. Individual written reports provided to parents
English language proficiency	\$39,868	Allocation of individualised and target group interventions based on student data. Impact of interventions evaluated.
Low level adjustment for disability	\$42,044	Student Learning Support Officer support provided to targeted students. Additional Interventionist positions funded in response to student needs.
Quality Teaching, Successful Students (QTSS)	\$50,182	Funding received under this initiative was used to fund the release of School Executive to work across the school supporting quality teaching initiatives and developing classroom teacher capacity.
Socio-economic background	\$95,543	Additional Learning and Support Teacher intervention funded in response to student needs. Targeted financial support to ensure participation of students in specific activities. School funded welfare initiatives.
Support for beginning teachers	\$27,572	Beginning teachers were provided with additional release days, increased in-class support via the instructional leaders, small group and one on one professional learning and support for specific areas of practice
Targeted student support for refugees and new arrivals	\$3,605	Student Personalised Learning Plans developed in consultation with parents. Individual written reports provided to parents

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	168	144	139	144
Girls	148	162	151	148

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.1	93.4	93.8	91.8
1	92.5	92.4	92.4	91.9
2	94.2	93.9	94.1	91.9
3	92.5	93	95.6	93.9
4	94.6	94.7	93.6	95.7
5	92.9	93.6	96.3	94.5
6	91.4	93.3	96	92.8
All Years	92.9	93.5	94.4	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance at Bexley Public School remains in line with State Department of Education figures for 2018.

Concerns about student attendance are managed on an individual bases through the school and families working together. If necessary additional support is provided in consultation with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	1.6
School Administration and Support Staff	2.52
Other Positions	1

*Full Time Equivalent

There were no staff members who identified as Aboriginal in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The school has expended \$30,000 on staff professional learning in 2018. There are 3 teachers who are completing accreditation at Proficient. There are 17 teachers who are maintaining accreditation at proficient. All staff participated in School Development Days and other Professional Learning courses. Several staff were selected by the Department of Education to be presenters at courses.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	247,497
Revenue	3,313,285
Appropriation	3,124,041
Sale of Goods and Services	19,954
Grants and Contributions	165,874
Gain and Loss	0
Other Revenue	1,500
Investment Income	1,915
Expenses	-3,068,754
Recurrent Expenses	-3,068,754
Employee Related	-2,754,903
Operating Expenses	-313,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	244,531
Balance Carried Forward	492,028

The school has a finance committee comprising the SAM, Principal and Deputy Principal who consult with staff and the President from the P&C. The P&C makes contributions to the school to enable improved programs, learning resources and activities to enhance the learning opportunities for every child. The majority of the funds carried forward will be used to provide additional support to students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,126,471
Base Per Capita	56,077
Base Location	0
Other Base	2,070,393
Equity Total	450,882
Equity Aboriginal	2,734
Equity Socio economic	95,543
Equity Language	206,449
Equity Disability	146,157
Targeted Total	52,898
Other Total	359,836
Grand Total	2,990,087

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

The school's NAPLAN results in literacy identified Reading, Writing and Spelling as strengths in Year 3. Year 5, the strongest areas were Spelling and Grammar and Punctuation with students again showing strong growth.

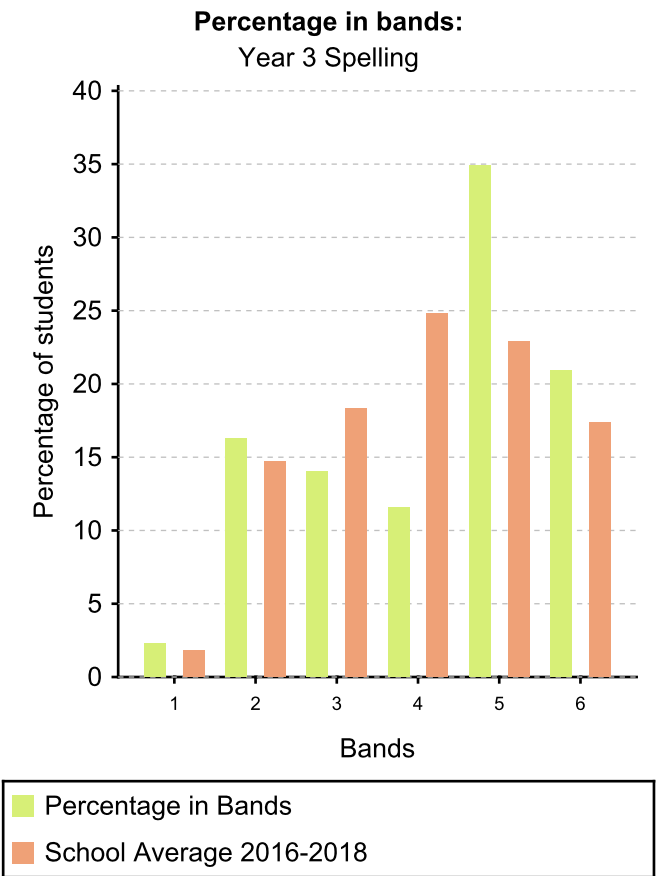
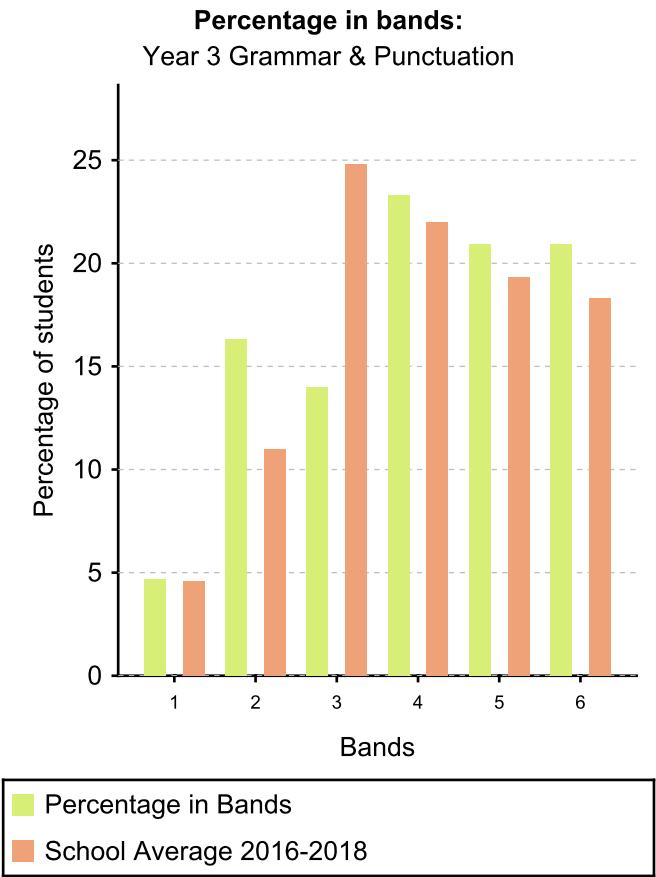
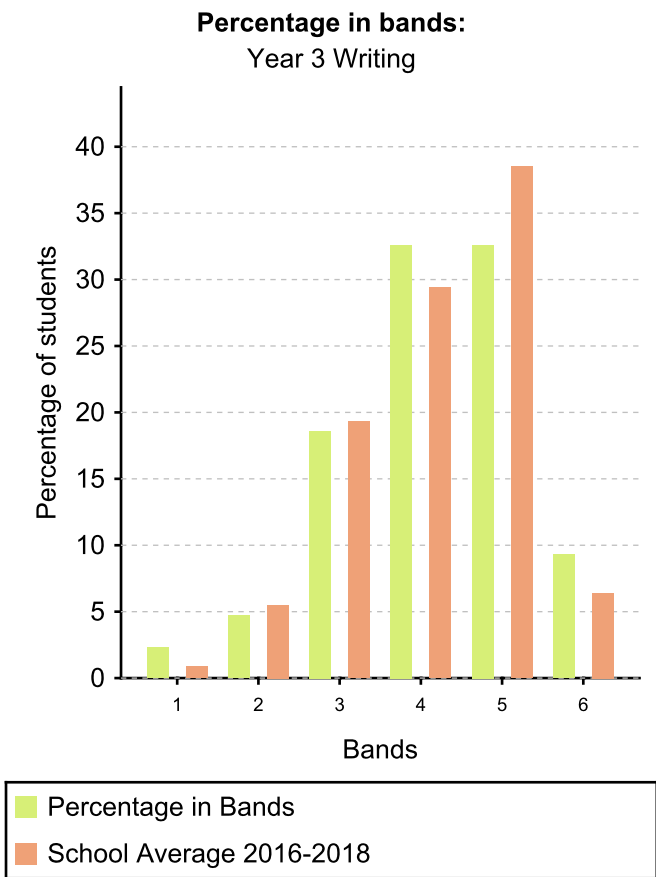
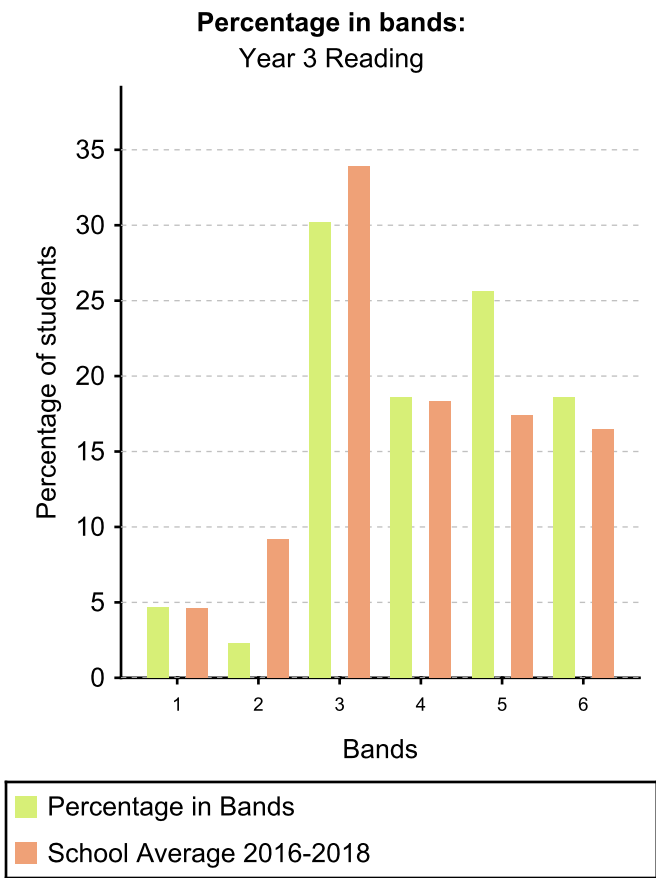
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

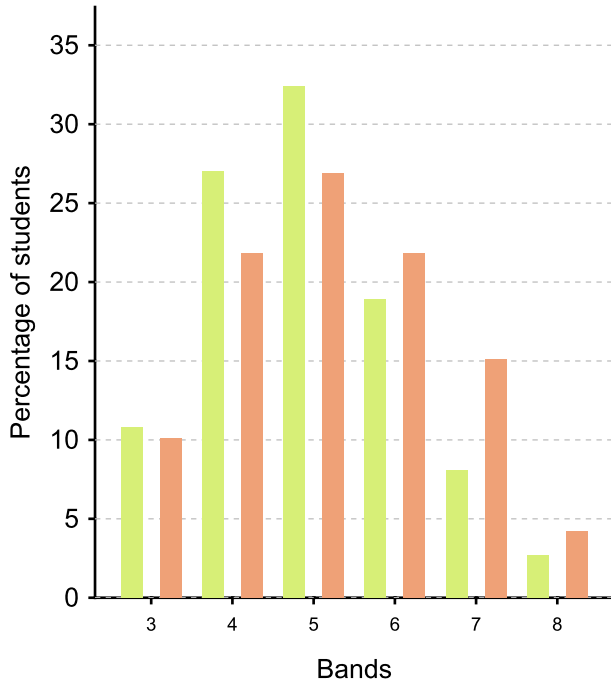
The NAPLAN results show consistent improvements in Year 3 proficiency for reading, writing, spelling and

numeracy over the last four years attributable to our Early Action for Success Program (K–3).

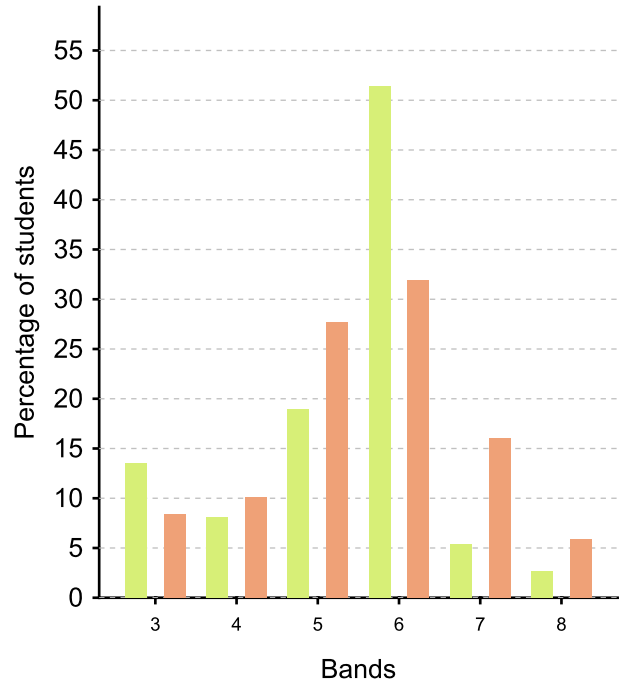
A significant proportion of Year 5 students have exceeded expected growth in most areas particularly grammar and punctuation.



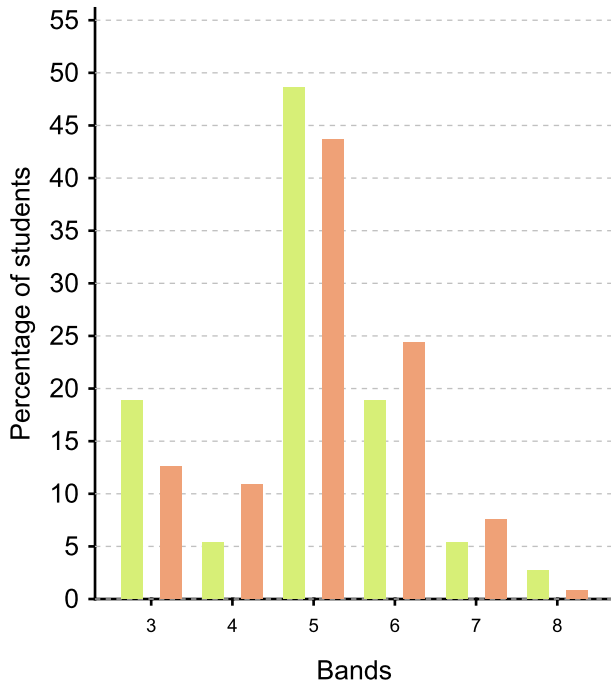
Percentage in bands:
Year 5 Reading



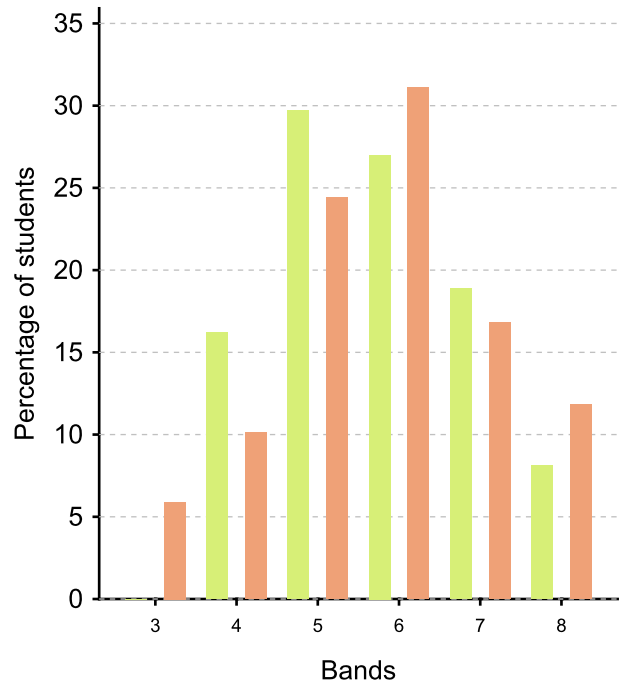
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



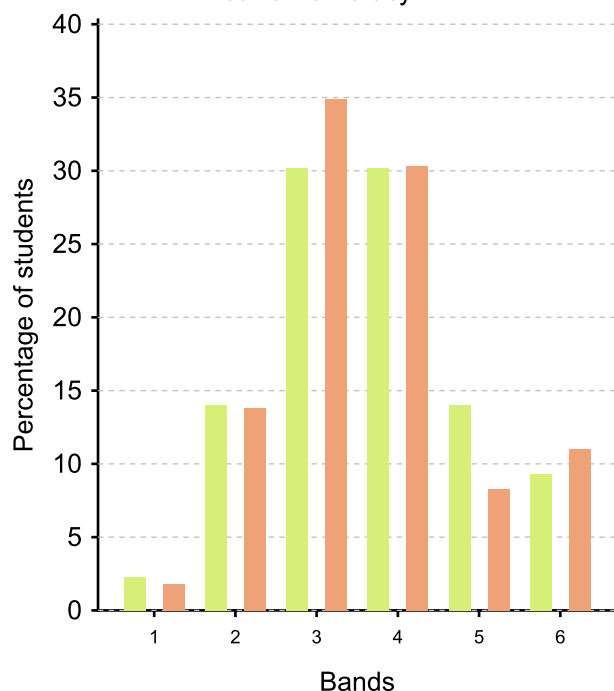
Percentage in bands:
Year 5 Spelling



Proficiency in attainment in numeracy has remained constant over the last 3 years.

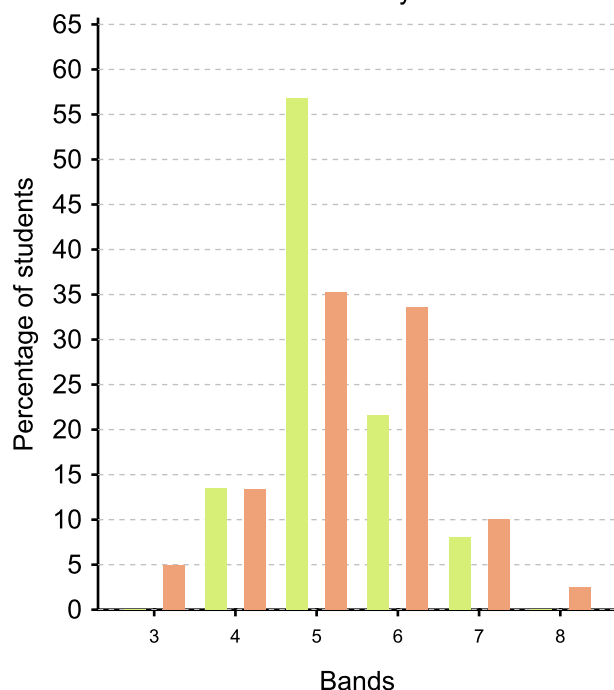
Students achieving at or above minimum standards has remained consistent since last year in all areas in both Year 3 and Year 5 results.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, this feedback was sought through school based surveys, such as the 'Tell Them from Me'

Through student responses to the 'Tell Them from Me' survey, we were able to identify that in our school the instances of bullying were higher than the Department of Education average this is a challenge we will be addressing over the next two years through the school plan in Strategic Direction 3. We were also able to identify that students felt important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. The Tell them From Me student survey indicated they had a high sense of belonging and significant rates of involvement in the school sports and extra curricula activities

In all areas that students were surveyed about, they identified our school as performing above the average Department of Education school.

Policy requirements

Aboriginal education

Bexley Public School implements the Department's Aboriginal Education Policy by meeting the individual needs of all Aboriginal students through the collaborative planning and implementation of Personalised Learning Plans (PLPs). These plans differentiate the curriculum to engage students and achieve the best outcomes possible. The Learning Support Team works with teachers and parents to develop plans with appropriate and challenging learning goals to improve Aboriginal students' outcomes in social, academic and extra-curricular areas.

Throughout 2018, all teachers continued to ensure that cross curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures were embedded into teaching and learning programs. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum.

The school also recognised significant events throughout the year through class based activities and whole school performances.

Multicultural and anti-racism education

Over 84% of our student population come from a language background other than English. Our community is rich and diverse and we celebrate this diversity on a daily basis.

Initiatives which have been integral to Multicultural Education at Auburn Public School include:

- Teachers planning and teaching programs which have a strong emphasis on EAL/D pedagogy and practice, utilising the teachers' training in Teaching English Language Learners (TELL) from 2017.
- Community Language programs (Arabic) being

closely aligned to other teaching programs.

- The Kindergarten Bilingual program supporting students in their transition to school and the consolidation of concepts through the use of home languages
- Teaching and learning programs having strong cross cultural priorities embedded within them.
- Celebrating Auburn's diversity through the arts –dance, visual arts and song.
- Translation of many documents for parents and interpreters regularly available for meetings.
- Continuation of the Starting School Well program providing support for children in transitioning into Kindergarten with increased participation.
- Extending our understanding of diversity through events such as Harmony Day.