

# Auburn North Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Auburn North 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.

### School contact details

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# School background

## School vision statement

Auburn North Public School

'The Best of All Worlds for 21st Century Learners'

### VISION

Our Vision is to be Australia's most outstanding future-focused learning community.

### MISSION

*Our mission is to engage students in an extraordinary education,*

*inspired by expert teachers and leaders,*

*in partnership with supportive families.*

## School context

Auburn North Public School has developed a reputation as a dynamic learning community for its leaders, teachers, students and parents. The school presently has an enrolment of 692 students and is one of our state's most multicultural schools. Ninety-seven percent of the students are from a non-English speaking background and 20% of its students are from a refugee background.

The school has developed a research-based, data-informed, action-planned culture and the school is committed to achieving outstanding outcomes in the areas of leadership, teaching, learning, student welfare and parent engagement. It has implemented highly successful programs and practices in each of these areas to achieve its aspirational targets.

The school is committed to ensuring children exceed their full potential academically, socially, emotionally, physically, creatively and technologically, and aims to assist each student develop outstanding 'Basic Skills' and '21 Century Skills' such as critical thinking, collaboration, creativity and citizenship.

The school programs, practices and relationships are underpinned by the school values of kindness, friendship, respect, fairness, responsibility and honesty.

The school's leaders and teachers utilise a collaborative approach to the development, implementation and evaluation of all teaching and learning programs.

The school participates in the 'Schools as Community Centres' program that facilitates parents to develop the knowledge and skills to be active participants in their children's learning.

The staff and parents enjoy positive relationships, based on trust and mutual respect. Together, they actively promote the school, its students, and its achievements in the wider community.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## Strategic Direction 1

Engage all students to maximise learning outcomes.

### Purpose

Ensure that all students are motivated, engaged and aspirational learners who develop successful literacy, numeracy and 21st century learning skills.

### Improvement Measures

All K–6 students will achieve or exceed expected benchmarks in literacy and numeracy as measured by PLAN 2.0.

#### NAPLAN

Year 3 and Year 5 cohorts outperform similar schools and state mean in all areas for each of the 3 years.

Year 3 and Year 5 cohorts achieve highest scores of similar school cohorts in all areas over the 3 years.

Year 3, Year 5 and Year 7 cohorts achieve top 2% value added growth for K–3, 3–5 and 5–7 over the 3 years.

5% annual increase in Intellectual Engagement as measured by the Tell Them From Me **student** survey.

5% annual Increase in the number of students achieving Gold Badge and Principal's Morning Tea level, and 5% increase in social engagement as measured by the Tell Them From Me **student** survey.

10% annual increase in Technology as a Driver of Student Learning as measured by the Tell Them From Me **teacher** survey report.

### Progress towards achieving improvement measures

**Process 1:** 1. Implement a whole–school integrated approach to plan, implement, monitor, assess and evaluate literacy and numeracy teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Auburn North teachers have improved their knowledge of effective strategies to improve literacy and numeracy outcomes for all students by participating in a wide range of whole–school, stage–based and 1:1 professional learning opportunities. Assessment practices have been further refined through revised K–2 assessments and the introduction of the CANVAS software to improve data analysis for Years 3–6.</p> <p>This has resulted in the following student learning outcomes.</p> <p>89% of K–6 students achieved or exceeded expected in–school benchmarks in reading.</p> <p>72% of K–6 students achieved or exceeded expected in–school benchmarks in spelling.</p> <p>84% of K–6 students achieved or exceeded expected in–school benchmarks in writing.</p> <p>90% of K–6 students achieved or exceeded expected in–school benchmarks in numeracy.</p> <p>Year 3 outperformed similar and all schools in all 9 NAPLAN Literacy and Numeracy areas.</p> <p>Year 5 outperformed similar and all schools in all 10 NAPLAN Literacy and Numeracy areas.</p>	<p>Tiered K–6 New Arrivals Program</p> <p>Employment of SLSOs to provide targeted intervention for students requiring additional support.</p> <p>Purchase of CANVAS.</p> <p>Classroom teachers replaced by casual teachers to conduct assessment and to participate in collaborative planning.</p> <p>Purchase of additional teacher.</p> <p>Physical resources (grade budgets).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$533580.00)</li><li>• English language proficiency (\$32555.00)</li><li>• Socio–economic background (\$19180.00)</li><li>• Targeted student support for refugees and new arrivals (\$12666.00)</li><li>• Consolidated Funds– Literacy and Numeracy (\$21000.00)</li></ul>

## Progress towards achieving improvement measures

Auburn North teachers have improved their knowledge of effective strategies to improve literacy and numeracy outcomes for all students by participating in a wide range of whole-school, stage-based and 1:1 professional learning opportunities. Assessment practices have been further refined through revised K-2 assessments and the introduction of the CANVAS software to improve data analysis for Years 3-6.

This has resulted in the following student learning outcomes.

89% of K-6 students achieved or exceeded expected in-school benchmarks in reading.

72% of K-6 students achieved or exceeded expected in-school benchmarks in spelling.

84% of K-6 students achieved or exceeded expected in-school benchmarks in writing.

90% of K-6 students achieved or exceeded expected in-school benchmarks in numeracy.

Year 3 outperformed similar and all schools in all 9 NAPLAN Literacy and Numeracy areas.

Year 5 outperformed similar and all schools in all 10 NAPLAN Literacy and Numeracy areas.

- Consolidated Funds- Flexible-Wellbeing (\$39000.00)
- Consolidated Funds- EaFS (\$326508.00)
- Socio-economic background (\$104000.00)
- Socio-economic background (\$40000.00)

**Process 2:** 2. Implement a whole-school approach to the integrated teaching of 21st century learning skills, including critical and creative thinking, collaboration, character, communication and citizenship, across all key learning areas in future-focused learning environments.

Evaluation	Funds Expended (Resources)
<p>Opportunities for teachers to authentically integrate technology into teaching and learning programs has been improved as a result of:</p> <ul style="list-style-type: none"> <li>- Greater access to technology through the purchase or borrowing of a wide range of technologies.</li> <li>- Authentic opportunities for professional learning for Years 3-6 teachers while team teaching with a technology and 21st Century learning mentor through the Auburn North ANCLIC program.</li> <li>- The identification of skilled grade leaders and teachers across the school who demonstrated initiative in researching, piloting and then sharing innovative teaching and learning programs that authentically integrate technology (e.g. Geography programs utilising Google Classroom, maths lessons that utilise beebots, bluebots and spheros for position/mapping).</li> <li>- 76% of classroom teachers and 92% of specialist support teachers reported that their access to technology had improved since the beginning of 2019.</li> <li>- The integration of 21st Century learner qualities into the whole-school merit system has further consolidated the understanding and awareness of these qualities for students, staff and parents.</li> </ul> <p>A whole-school scope and sequence to ensure integrated teaching of 21st Century learning skills will be developed in 2020 and supported by teacher professional learning.</p> <p>Teachers have indicated that they would like more professional learning opportunities to further develop their knowledge and skills in authentically integrating technology into teaching and learning programs. This will occur in</p>	<p>Employment of technology mentor.</p> <p>Purchase of new IWBs to replace old technology.</p> <p>Purchase of additional laptop and ipad sets to support school plan initiatives.</p> <p>Casual replacement of teachers to attend professional learning.</p> <p>Purchase of new furniture for ANCLIC to foster collaboration.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$60000.00)</li> </ul>

## Progress towards achieving improvement measures

2020.

**Process 3:** 3. Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>All students are known, valued and cared for at Auburn North Public School due to whole-school welfare and wellbeing programs. Separate K-2 and 3-6 Gold Badge assemblies were established to better cater for students and their families. A simplified Gold Badge criteria was implemented to reflect and highlight the six school values of kindness, fairness, friendship, respect, responsibility and honesty.</p> <p>88% of students received a Gold Badge in 2019.</p> <p>A teacher skills and passion audit in combination with student feedback resulted in the establishment of additional extra-curricular clubs to enhance student engagement.</p> <p>The creation of a Learning and Support SharePoint, an online platform created through Microsoft 365, has enabled staff to access and communicate critical learning information pertaining to students with additional learning needs.</p> <p>Strategic and targeted allocation of human resources and professional learning for teachers to develop SMART personalised learning goals has assisted teachers meet the needs of students with additional learning needs.</p> <p>Teachers have indicated they would like further support in teaching students with additional learning needs and professional learning in this area. This will take place in 2020.</p> <p>All students participated in the school's most special multicultural celebration, Community Festival Day. This important biannual event provided an opportunity for the community to celebrate our diversity of culture, language and the arts while further enhancing positive relationships, social harmony and a sense of belonging for students, staff and parents.</p>	<p>Funding of Gold Badge reward program.</p> <p>Equity Funding for student assistance.</p> <p>Purchase of new equipment and resources to support extra-curricular programs.</p> <p>Employment of additional SLSOs to support students with additional learning needs.</p> <p>Classroom teachers replaced by casual teachers so classroom teachers could participate in PLaSP meetings.</p> <p>Purchase of resources to support Community Festival Day activities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$973.00)</li> <li>• Low level adjustment for disability (\$201194.00)</li> <li>• Integration Funding (\$19000.00)</li> <li>• Socio-economic background (\$62500.00)</li> </ul>

## Strategic Direction 2

Engage teachers and leaders in high–impact professional learning.

### Purpose

Ensure that teachers are equipped with the knowledge, skills and abilities to implement evidence–based pedagogy and to develop leadership capacity to drive instructional and transformational practices.

### Improvement Measures

5% annual increase in 'Leadership as a Driver of Student Learning' as measured by the 'Tell Them From Me' **teacher** survey.

5% annual increase in 'Data Informs Practice' as a Driver of Student Learning' as measured by the 'Tell Them From Me' **teacher** survey.

Use Australian School of Applied Management (ASAM) 360 degree survey, pre–and post test data to measure increase in Leadership capacity.

All K–6 students will achieve or exceed expected benchmarks in literacy and numeracy as measured by ANPS targets.

### Progress towards achieving improvement measures

**Process 1:** 1. Draw on research to develop and implement high quality professional learning in the ten High Impact Teaching Strategies.

Evaluation	Funds Expended (Resources)
<p>Auburn North Public School teachers participated in a broad range of high–quality, differentiated professional learning opportunities throughout 2019. Whole–school and stage–based professional learning was delivered in a variety of formats to suit the needs and interests of all teachers. Most professional learning opportunities were delivered by the team of Instructional Leaders.</p> <p>School–based professional learning focus areas were shared with staff at the beginning of 2019 and these were integrated into each teacher's Performance and Development Plan goals.</p> <p>100% of teachers actively engaged in all High–Impact Professional Learning sessions and according to quantitative and qualitative data, teachers:</p> <ul style="list-style-type: none"> <li>– improved their knowledge, skills and abilities in developing positive and orderly learning environments.</li> <li>– improved their capacity to develop productive and mutually respectful relationships with all students.</li> <li>– improved their knowledge of curriculum documents, particularly the K–10 mathematics syllabus and how to write well–structured, syllabus–referenced lesson plans using the Auburn North Instructional Model.</li> <li>– broadened their repertoire of strategies in differentiating learning experiences for their students catering to the learning needs of all students, including support for those requiring additional assistance and extension for those who are working beyond grade expectation.</li> <li>– highly valued professional learning in the areas of differentiation and the mathematics syllabus.</li> <li>– 100% of Auburn North teachers achieved each of the goals set out in their Performance and Development Plans.</li> </ul>	<p>Employment of school funded Instructional Leader.</p> <p>Release time to enable QTTS.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$60000.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$124431.00)</li> </ul>

## Progress towards achieving improvement measures

**Process 2:** 2. The executive team adopts a coordinated approach to instructional leadership K–6 to build teacher capacity to enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>During 2019, the executive team prioritised the development of consistent Instructional Leadership strategies to ensure that all teachers experience high-quality coaching and mentoring to assist their further development. The executive team met regularly for set periods of time to define what Instructional Leadership at ANPS looks like and to share effective practices in areas such as planning for collaborative planning days, agendas for 1:1 data conversations with teachers, and the process of observation/feedback.</p> <p>Teachers stated in the annual teacher survey that Instructional Leader/teacher coaching and 1:1 Data Conversations were among the most highly valued forms of professional learning that teachers had experienced throughout the year.</p> <p>The executive team recognises how powerful this form of professional learning is in building teacher capacity and confidence. The executive team worked collaboratively to ensure that Instructional Leader/teacher meetings were always prioritised in the whole-school timetable and that sufficient resources were allocated to provide for regular meetings to occur.</p> <p>The continuation of the ANPS accreditation support group, led by the executive, assisted five teachers achieve their Proficient Teacher Accreditation. The addition of Maintenance of Accreditation workshops assisted teachers in learning about this process and in ensuring that they are following all requirements for the number and type of professional learning hours needed.</p>	<p>Casual teachers to support beginning teachers with Proficient Teacher Accreditation.</p> <p>Additional teacher allocation to support coaching and mentoring strategies.</p> <p>Casual replacement to fund collaborative planning.</p> <p>Employment of Business Manager and additional SaSS staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Consolidated Funds– Principal Support (\$36474.00)</li> <li>• Support for beginning teachers (\$88000.00)</li> <li>• Socio-economic background (\$46000.00)</li> <li>• Socio-economic background (\$141253.00)</li> </ul>

**Process 3:** 3. The leadership team engages in professional learning to further develop leadership capacity, including change leadership, mentoring and coaching, strategic planning and evaluation processes, and the development of high performing teams in order to drive school strategic directions.

Evaluation	Funds Expended (Resources)
<p>As a result of Auburn North's 2019 External Review, the learning community was provided with a series of eight recommendations for continued school improvement. The executive team continued to investigate several of the recommendations and utilised focus groups and surveys to identify important information to assist the development of strategies to effectively implement each of the recommendations.</p> <p>Several of the recommendations guided the development of teacher professional learning during Term 3.</p> <p>Other recommendations were further unpacked through a two-day executive workshop with the educational consultants who conducted the review. The executive team developed a clear and comprehensive strategy for the implementation of particular recommendations in 2020. The executive team noted improved knowledge, skills and confidence in collaboratively developing strategies to implement recommendations during professional dialogue and reflection over these two days.</p> <p>Auburn North recognises the significant impact that a school's leadership has on overall school improvement. As a result, during 2019 seven grade leaders actively participated in an external leadership development program and in-school leadership workshops. Grade leaders applied their improved leadership knowledge and skills to lead small grade projects which allowed them to apply their skills. Grade leaders developed confidence and experience in leading their grade/stage teams through this project. This experience will enable grade leaders to further contribute to the K–6</p>	<p>Engagement of Educational Consultants Vic Zbar and Ross Kimber –June Visit.</p> <p>Engagement of Educational Consultants Vic Zbar and Ross Kimber –September Visit.</p> <p>Funding of Executive Ready Program.</p> <p>Funding of casual days to support DP mentoring program for grade leaders.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Consolidated Funds– PL (\$48000.00)</li> <li>• Consolidated Funds– PL ASAM (\$45000.00)</li> </ul>

**Progress towards achieving improvement measures**

leadership team in 2020.

## Strategic Direction 3

Engage families as partners in learning.

### Purpose

To strengthen the partnership between all members of our learning community to maximise the learning and wellbeing outcomes of our students.

### Improvement Measures

5% annual increase in the number of parents participating in Harmony House Programs.

10% annual increase in 'Parents Support Learning at Home' as measured by Tell Them From Me **Parent** survey report.

10% annual increase in the number of parents participating in school –based parent education programs.

5% annual increase in the number of parents attending parent teacher meetings and 3–way conferences.

10% increase in number of parents attending P&C meetings.

100% of staff using social media to communicate with parents by the end of 2019.

10% annual increase in the number of visits to the Auburn North Public School Website.

10% annual increase in 'Parents are Informed' as measured by Tell Them From Me **Parent** survey report.

### Progress towards achieving improvement measures

**Process 1:** 1. School as Community Centre's i.e. 'Harmony House' facilitator plans, implements and evaluates programs and services that meet the learning and wellbeing needs of families. Notable programs include; regular, differentiated English classes at the beginner and intermediate level, playgroups and parenting programs.

Evaluation	Funds Expended (Resources)
<p>Opportunities for parents to engage with Harmony House programs in 2019 included educational, health and wellbeing, social, cultural and recreational programs.</p> <p>Survey data indicated 41% of parents have participated in Harmony House Programs in 2019.</p> <p>These highly valued programs will continue in 2020, including the addition of a sustainability project to upgrade the Community Garden.</p>	<p>Harmony House Budget.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Schools as Community Centres (\$15000.00)</li> </ul>

**Process 2:** 2. 'Parents as Partners of Learning' leaders research and develop differentiated literacy and numeracy programs to assist families in supporting their children's learning at home. These programs will be grade–based, connected to the in–school targets and responsive to ongoing parent feedback.

Evaluation	Funds Expended (Resources)
<p>Opportunities to engage parents as partners in learning has been improved as a result of:</p> <ul style="list-style-type: none"> <li>– an increased number of grade–based, small group interactive parent workshops connected to school based learning targets.</li> <li>– purchasing and providing parents with high quality resources to use at home to assist their children's learning.</li> <li>– enhancing leadership capacity of grade leaders to plan, implement and</li> </ul>	<p>Purchase of grade–based high–quality resource packs.</p> <p>Purchase of domain to host videos of Parents as Partners in Learning skills and strategies shared at workshops.</p> <p>Casual replacement for teachers planning, implementing and evaluating Parents as Partners in Learning</p>

## Progress towards achieving improvement measures

evaluate workshops.

– 69% of parents participated in a Parents as Partners in Learning workshop in 2019.

Parents indicated numeracy and writing as the areas of most need for future sessions. In 2020, Auburn North will redesign the hall as the Auburn North Community Hub and utilise funding grants to support the refurbishment of the hall into a Community Learning Space.

workshops.

**Funding Sources:**

- Socio-economic background (\$5000.00)

**Process 3:** 3. Leaders and teachers work collaboratively with families to increase communication about student learning and well-being utilising a variety of strategies, including three-way conferences, bi-annual reports, newsletters and digital platforms.

### Evaluation

### Funds Expended (Resources)

Opportunities for leaders and teachers to work collaboratively with families to increase communication about student learning and wellbeing has improved as a result of:

– connecting all parents and staff to the Schoolzine App to provide parents with notification of school events and to access the school newsletter in home languages.

– expanding the use of digital portfolios (Seesaw) to all classes K–3 to enable parents and students to engage in timely conversations about student learning.

– facilitating biannual 3-way conferences to enable teachers, students and parents to engage in conferences about student learning and progress towards term targets.

– 93% of parents indicated they are connected to the Seesaw App.

– 94% percent of parents indicated they had participated in 3-way conferences in 2019.

Parents and teachers have indicated they would like more time to meet during 3-way conferences and this will be considered in 2020 planning.

Seesaw will expand to K–4 for 2020.

Purchase of subscription to digital learning platform (Seesaw, Schoolzine, Sentral).

Casual replacement of teachers to participate in 3 Way Conferences.

**Funding Sources:**

- Socio-economic background (\$17000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Student assistance for uniform, excursions and PSSA sport.</p> <p>Employment of SLSO to support student from an Aboriginal background.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$973.00)</li> </ul>	<p>Funding was utilised to provide financial assistance to students from an Aboriginal background.</p>
<p><b>English language proficiency</b></p>	<p>Allocation of specialist support teachers to support EAL/D teachers and students with additional language needs.</p> <p>Employment of Community Liaison Officer to support students with additional language needs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$533 580.00)</li> <li>English language proficiency (\$32 555.00)</li> </ul>	<p>Funding was utilised to pay for 4.8 EAL/D teachers. These teachers provided highly effective and targeted EAL/D instruction to students in New Arrivals Literacy groups during Locked in Literacy (First two hours of the school day, 5 days per week). These teachers and the EAL/D SLSO provided in-class support to students with a focus on numeracy.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Allocation of specialist teachers to support students with additional learning needs.</p> <p>Employment of SLSOs to support the needs of students requiring adjustments.</p> <p>Casual replacement for teachers attending professional learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$128 059.00)</li> <li>Low level adjustment for disability (\$73 135.00)</li> </ul>	<p>Students with additional learning needs were provided with in-class or small group learning support through strategic allocation of specialist teachers and SLSOs.</p> <p>SLSOs also provided social/ emotional support to targeted students during break times to assist them in developing skills in building friendships.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Allocation was used to release teachers to participate in mentoring and coaching programs.</p> <p>Allocation was used to release teachers to participate in collaborative planning and assessment days.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$124 431.00)</li> </ul>	<p>Classroom and specialist support teachers engaged in a variety of professional learning opportunities to assist them develop their capacity to deliver outstanding evidence-based instruction to all students. Such opportunities included: coaching 1:1 with Instructional Leaders, opportunities to observe stage colleagues in action, and opportunities for collaborative planning.</p>

<p><b>Socio–economic background</b></p>	<p>Additional specialist support (staffing allocation)</p> <p>Resources to support school plan strategies including additional human resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$106 716.00)</li> <li>• Socio–economic background (\$457 137.00)</li> </ul>	<p>To ensure that all programs and practices as set out in the 2018–2020 School Plan were able to be prioritised during 2019, the executive team strategically allocated funds to employ an additional teacher to be utilised flexibly in our whole school timetable to allow for opportunities such as regular coaching and mentoring for all classroom teachers, peer observation, and grade leader mentoring.</p>
<p><b>Support for beginning teachers</b></p>	<p>Funding was utilised to support teachers through coaching, mentoring and beginning teacher time release.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$88 000.00)</li> </ul>	<p>Beginning Teacher funds were utilised to provide each beginning teacher with additional release time each term to liaise with their Instructional Leader in the preparation of their Proficient Teacher Accreditation Report and/or to assist them in planning for successful teaching and learning.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Funding was utilised to provide targeted support for refugees and newly arrived students.</p> <p>Refugee Student Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$116 285.00)</li> <li>• Refugee Student Support (\$10 351.00)</li> </ul>	<p>This funding was utilised to employ additional staffing to provide targeted support for refugees and newly arrived students. This took the form of intensive English language support during Locked in Literacy time (first two hours of the school day) and in–class support for mathematics and all other key learning areas.</p>
<p><b>Consolidated funds</b></p>	<p>Operational costs including staffing.</p> <ul style="list-style-type: none"> <li>– Employment of two Early Action for Success Instructional Leaders</li> <li>– Employment of a Literacy and Numeracy SLSO</li> <li>– Engagement of two Educational Consultants to conduct external school review.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Consolidated Funds (\$5 892 455.00)</li> </ul>	<p><b>Early Action for Success</b></p> <p>K–2 Literacy and Numeracy Instructional Leaders and the EAFS SLSO have continued to assist all K–2 teachers in planning and delivering high quality, differentiated teaching and learning programs that have resulted in approximately 90% of students achieving or exceeding term and annual school–based Literacy and Numeracy targets.</p> <p><b>External Review</b></p> <p>As a result of Auburn North's 2019 External Review, the learning community was provided with a series of eight recommendations for continued school improvement. Several of the recommendations guided the development of teacher professional learning during Term 3. Other recommendations were further unpacked through a two–day executive workshop with the educational consultants who conducted the review. The executive team developed a clear and comprehensive strategy for the implementation of particular recommendations in 2020. The executive team noted improved knowledge, skills and confidence in collaboratively developing strategies to implement recommendations during professional dialogue and reflection</p>

<p><b>Consolidated funds</b></p>	<p>Operational costs including staffing.</p> <ul style="list-style-type: none"> <li>– Employment of two Early Action for Success Instructional Leaders</li> <li>– Employment of a Literacy and Numeracy SLSO</li> <li>– Engagement of two Educational Consultants to conduct external school review.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Consolidated Funds (\$5 892 455.00)</li> </ul>	<p>over these two days.</p>
<p><b>Integration funding</b></p>	<p>Funding was utilised to purchase additional SLSO time to support students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration Funding (\$19 000.00)</li> </ul>	<p>Funds were utilised to provide a targeted student with equipment needed to ensure equal access to the curriculum, SLSO support during sport, and assisted travel for excursions and events. This has enabled this student to exceed academic targets and increased his confidence and wellbeing.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	347	374	359	342
Girls	318	332	345	337

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	92.8	93.9	91.7
1	92.5	91	92.5	90.6
2	92.8	93.6	90.9	88.4
3	93.9	92.5	92.9	91
4	95.9	93.4	94.3	90.2
5	96.7	93.5	94.7	91.6
6	95.1	93.4	92.5	91.2
All Years	94	92.9	93	90.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.48
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	2.4

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	760,985
<b>Revenue</b>	7,811,617
Appropriation	7,587,235
Sale of Goods and Services	28,584
Grants and contributions	192,694
Investment income	430
Other revenue	2,675
<b>Expenses</b>	-7,496,035
Employee related	-6,855,647
Operating expenses	-640,388
<b>Surplus / deficit for the year</b>	315,583

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	62,991
<b>Equity Total</b>	1,332,155
Equity - Aboriginal	973
Equity - Socio-economic	563,853
Equity - Language	566,135
Equity - Disability	201,194
<b>Base Total</b>	4,630,617
Base - Per Capita	165,185
Base - Location	0
Base - Other	4,465,431
<b>Other Total</b>	1,261,838
<b>Grand Total</b>	7,287,600

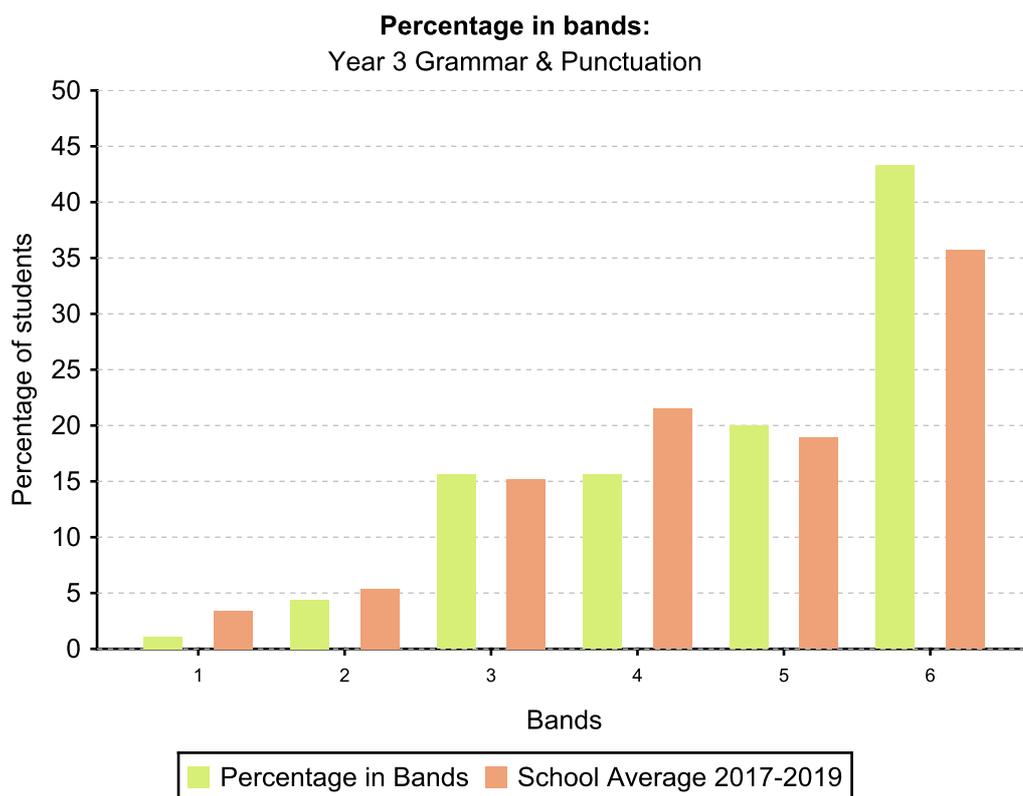
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

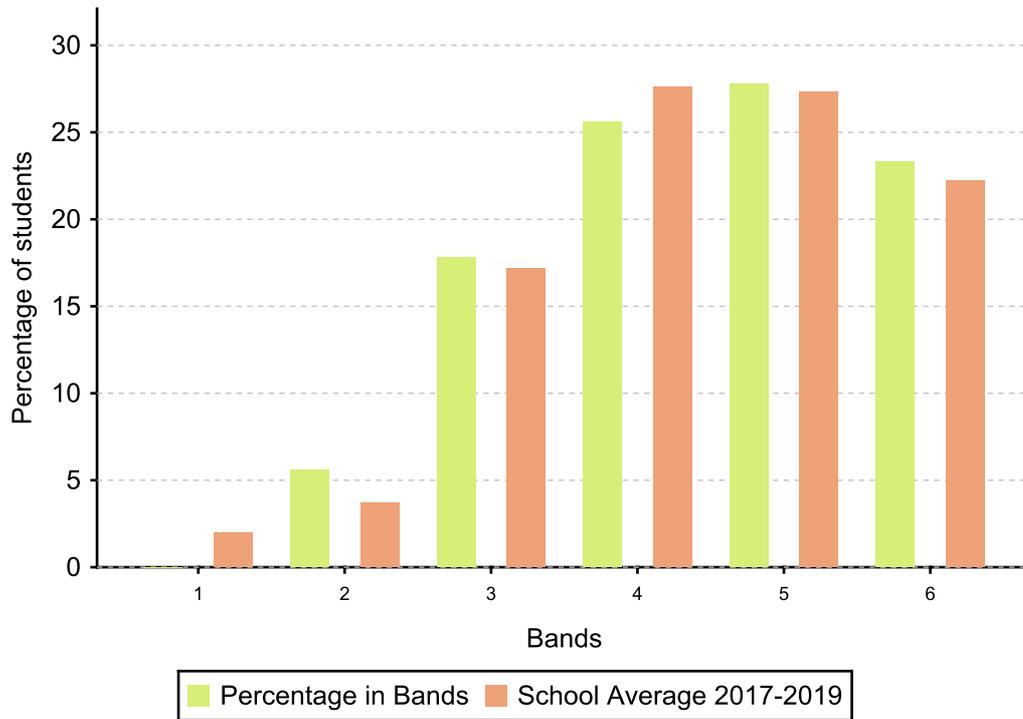
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



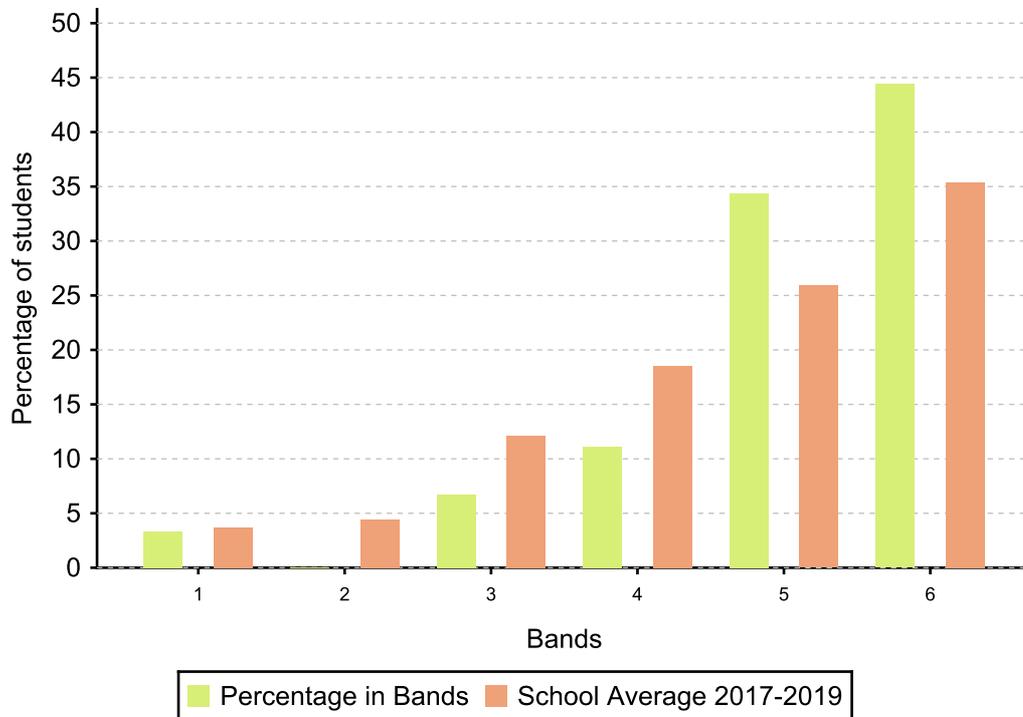
Band	1	2	3	4	5	6
Percentage of students	1.1	4.4	15.6	15.6	20.0	43.3
School avg 2017-2019	3.4	5.4	15.2	21.5	18.9	35.7

**Percentage in bands:  
Year 3 Reading**



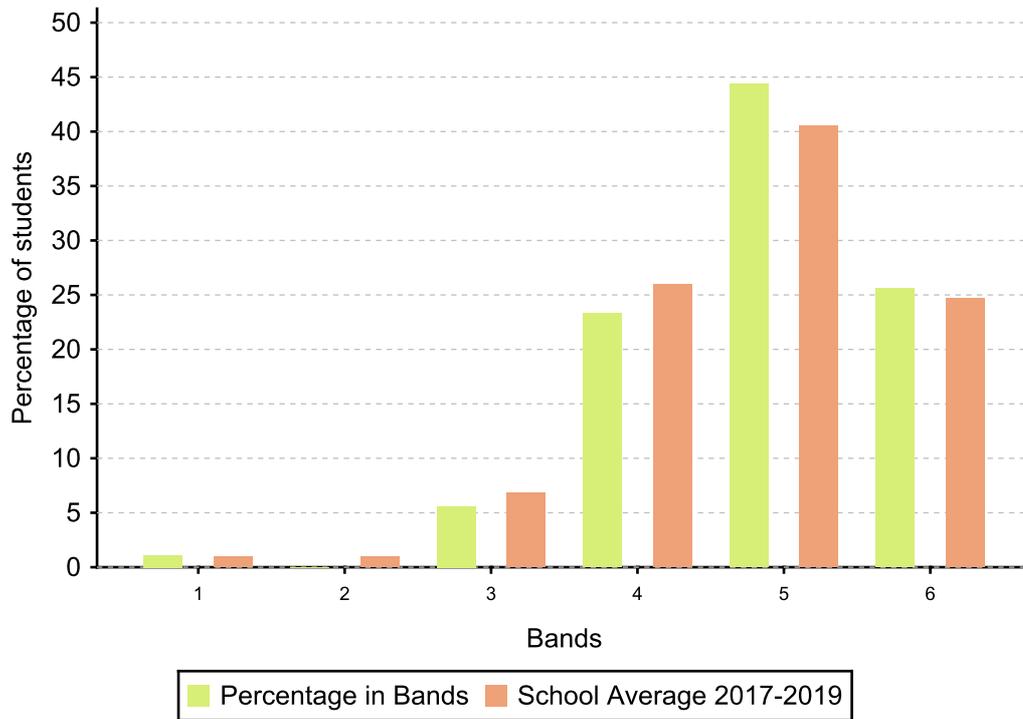
Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	17.8	25.6	27.8	23.3
School avg 2017-2019	2	3.7	17.2	27.6	27.3	22.2

**Percentage in bands:  
Year 3 Spelling**



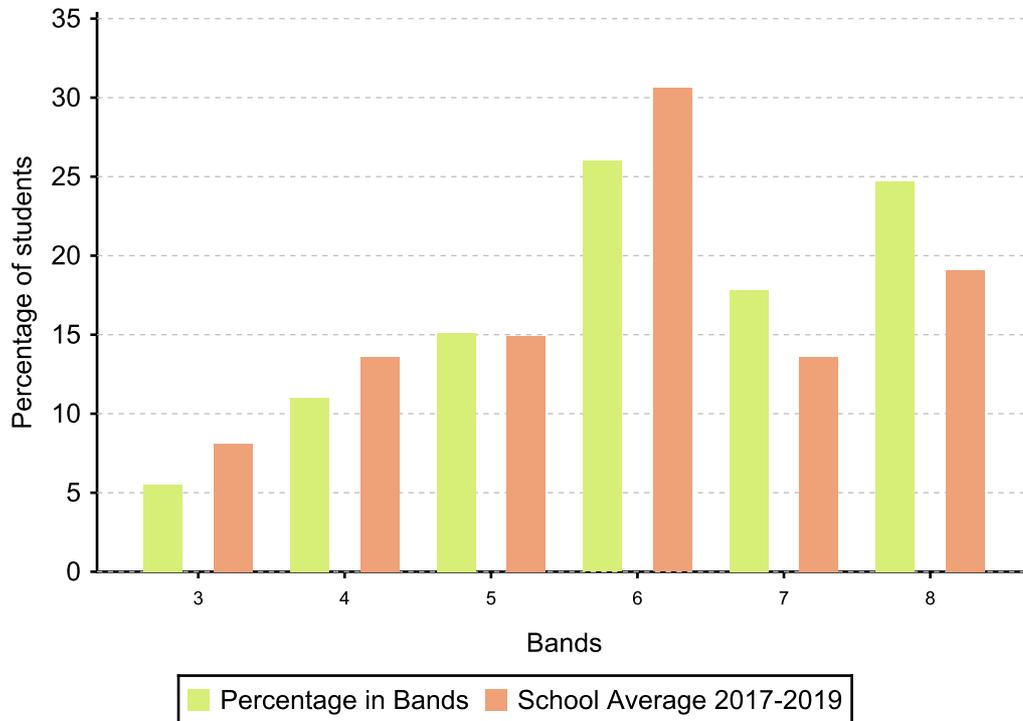
Band	1	2	3	4	5	6
Percentage of students	3.3	0.0	6.7	11.1	34.4	44.4
School avg 2017-2019	3.7	4.4	12.1	18.5	25.9	35.4

**Percentage in bands:  
Year 3 Writing**



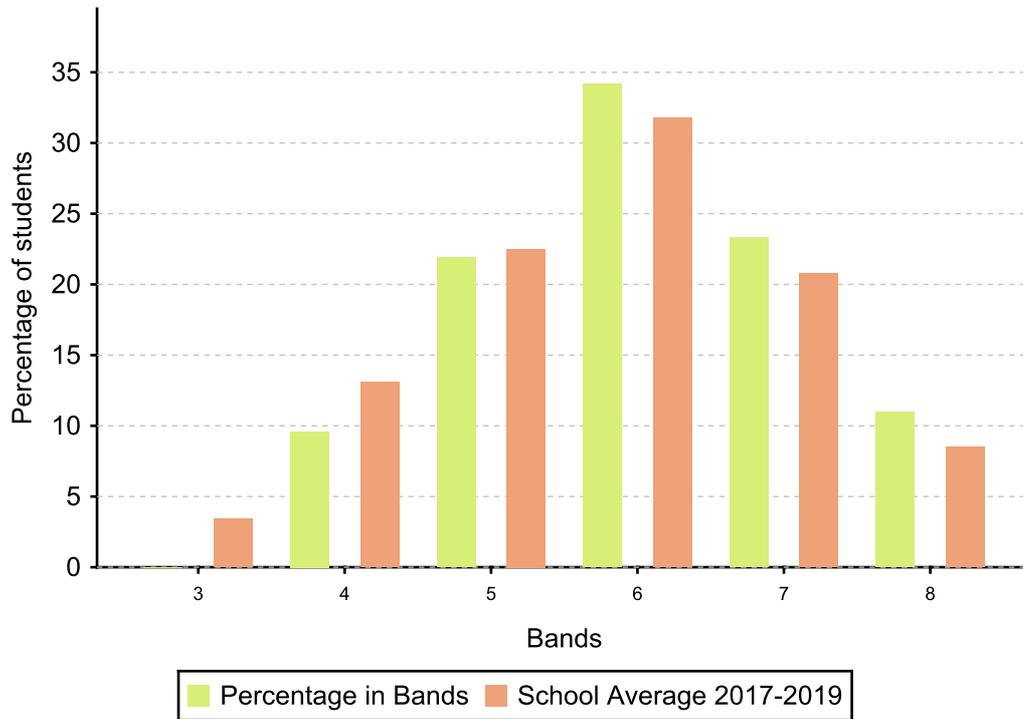
Band	1	2	3	4	5	6
Percentage of students	1.1	0.0	5.6	23.3	44.4	25.6
School avg 2017-2019	1	1	6.8	26	40.5	24.7

**Percentage in bands:  
Year 5 Grammar & Punctuation**



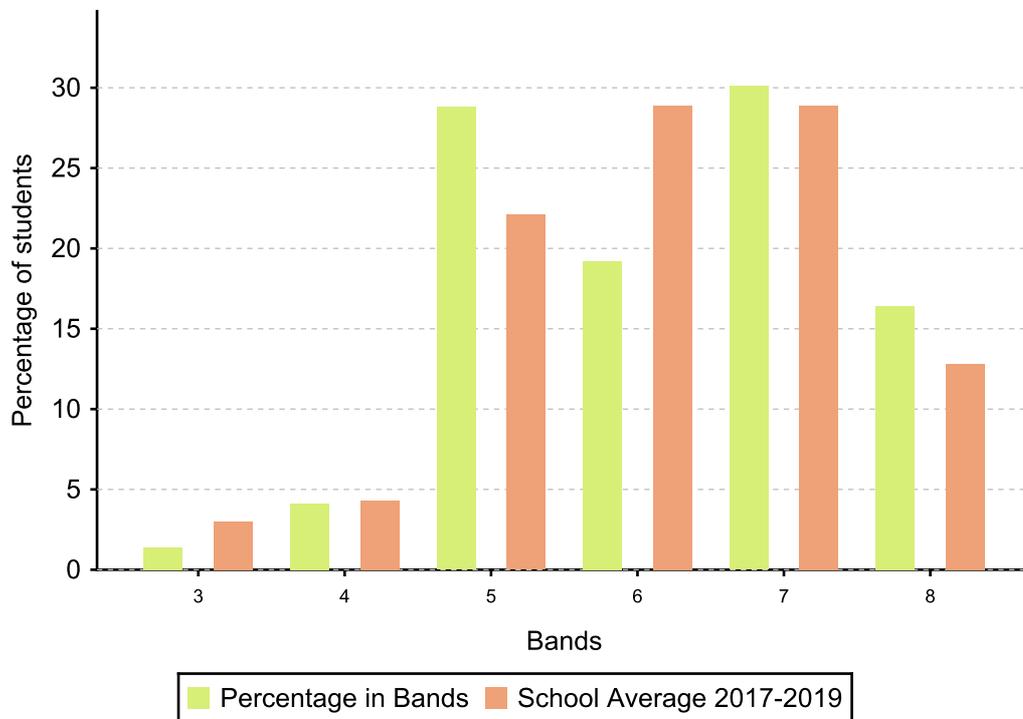
Band	3	4	5	6	7	8
Percentage of students	5.5	11.0	15.1	26.0	17.8	24.7
School avg 2017-2019	8.1	13.6	14.9	30.6	13.6	19.1

**Percentage in bands:  
Year 5 Reading**



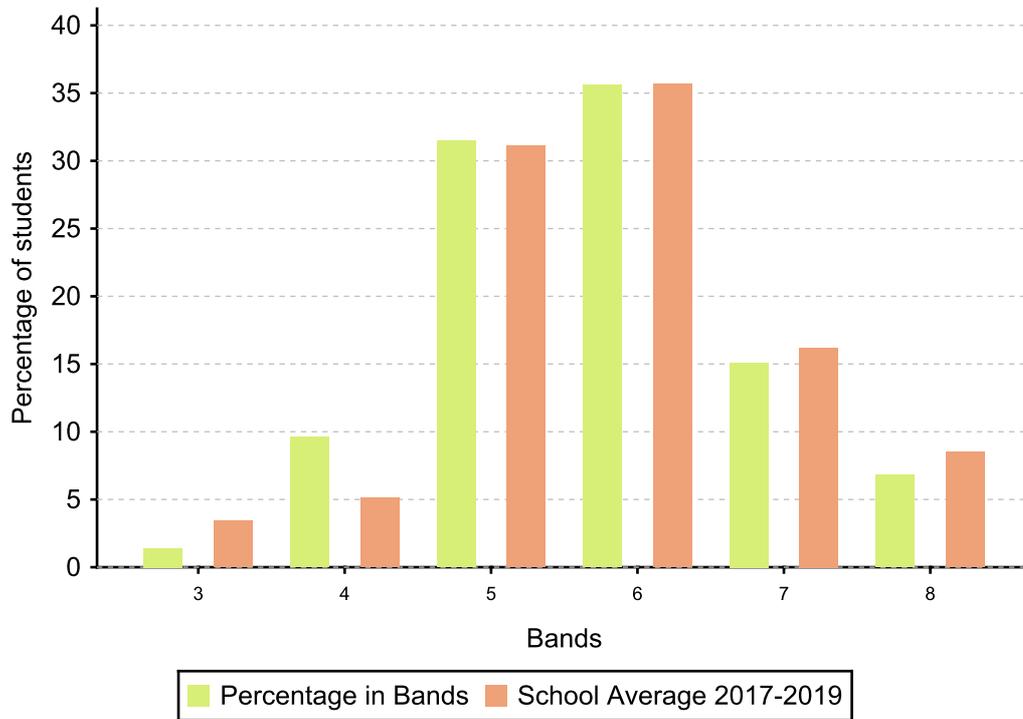
Band	3	4	5	6	7	8
Percentage of students	0.0	9.6	21.9	34.2	23.3	11.0
School avg 2017-2019	3.4	13.1	22.5	31.8	20.8	8.5

**Percentage in bands:  
Year 5 Spelling**



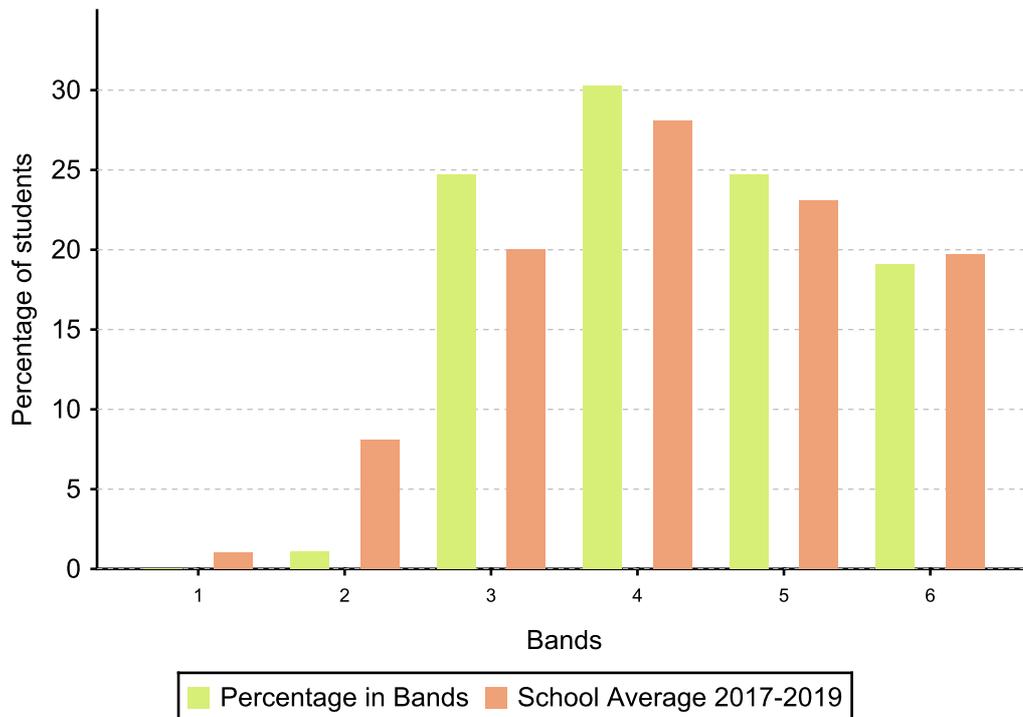
Band	3	4	5	6	7	8
Percentage of students	1.4	4.1	28.8	19.2	30.1	16.4
School avg 2017-2019	3	4.3	22.1	28.9	28.9	12.8

**Percentage in bands:**  
Year 5 Writing



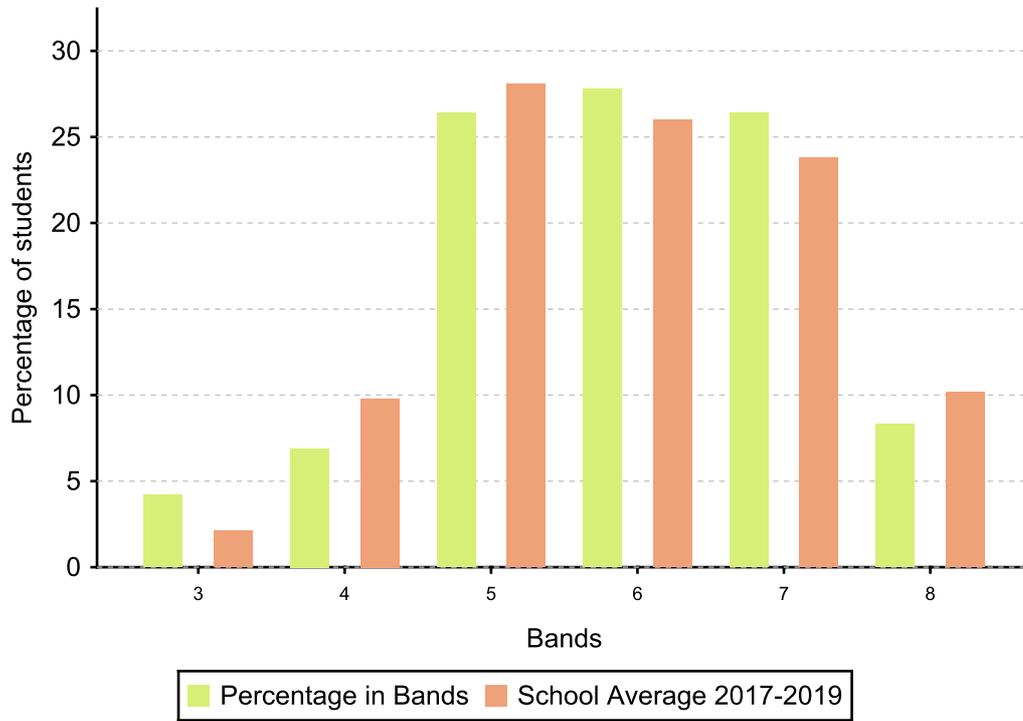
Band	3	4	5	6	7	8
Percentage of students	1.4	9.6	31.5	35.6	15.1	6.8
School avg 2017-2019	3.4	5.1	31.1	35.7	16.2	8.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.1	24.7	30.3	24.7	19.1
School avg 2017-2019	1	8.1	20	28.1	23.1	19.7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.2	6.9	26.4	27.8	26.4	8.3
School avg 2017-2019	2.1	9.8	28.1	26	23.8	10.2

# Parent/caregiver, student, teacher satisfaction

## Parent Surveys

Parent surveys were administered at the end of the 2019 school year to provide feedback on the programs and practices implemented to engage families as partners of learning.

155 parents responded to the survey and results included:

- 41% of parents indicated they had participated in Harmony House programs.
- 88% of parents indicated they were aware of the Parents as Partners in Learning programs and 69% of parents participated in a Parents as Partners in Learning workshop. Of those who did not attend, 74% of parents did not attend due to work commitments. Parents indicated Numeracy and Writing as the area of most need for future sessions.
- 94% of parents indicated they participated in 3 way conferences during the year.
- 93% of parent indicated they were connected to the Seesaw App and 89% of parents indicated they preferred the Schoolzine App to a paper-based newsletter.

Parents were asked what opportunities could the school provide in further improving partnerships with parents. Responses included:

- More frequent workshops.
- More regular times to meet with teachers.
- Information about what students are learning at school.
- Sessions outside of school hours for working parents.
- Online communication.
- Many parents are happy with what is currently provided.

## Teacher Survey

All teachers responded to the survey and results included:

- 95% of teachers indicated collaborative planning supports teachers to develop high quality lesson plans.
- 92% of staff indicated the ANPS Assessment Schedule supports teachers to understand the needs of their students.
- 76% of classroom teachers indicated their access to technology had improved since the beginning of 2019 and 100% of specialist support teachers indicated their access to technology had improved.
- 100% of teachers indicated they preferred separate K–2 and 3–6 Gold Badge assemblies.

Teachers indicated they would like further support in teaching students with additional learning needs.

Teachers indicated the most valuable professional learning in 2019 was analysing Instructional Leader videos, reducing the script in lesson planning and high quality mathematics programming.

Teachers rated the following coaching and mentoring strategies as the most effective: Supervisor teacher meetings (STM), data meetings, stage-based professional learning and observing peers teaching.

Teachers indicated the executive team is the driver of improvement in the school and the executive team speaks with one voice.

Teachers indicated they would like more time to meet with parents during 3-way conferences.

## Student Survey

All Year 4–6 students responded to the survey and results included:

- 87% of students indicated they feel accepted and valued at school.

- 96% of students indicated they try hard with their learning.
- 71% of students participate in extra curricular activities.
- 89% of students indicated they enjoy coming to school.
- 96% of students indicated time in class is spent on learning.
- 92% of student indicated their teachers have high expectations.
- 80% of students indicated literacy lesson were too easy.
- 76% of students indicated numeracy lessons were too easy.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.