

# Auburn West Public School

## 2019 Annual Report



## Introduction

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

Auburn West Public School

Chiswick Rd

Auburn, 2144

[www.auburnwest-p.schools.nsw.edu.au](http://www.auburnwest-p.schools.nsw.edu.au)

[auburnwest-p.school@det.nsw.edu.au](mailto:auburnwest-p.school@det.nsw.edu.au)

9649 6774

### Message from the principal

At the end of 2019 we celebrate another successful year at Auburn West Public School. Our school continues to connect with our community in a range of ways and the collective responsibility for educating our students has ensured our home/school partnership has strengthened throughout the year. Feedback from our staff provides an insight into how we work as a school community:

- Collective efficacy is 'what we are' and 'what we do' at Auburn West PS. The overwhelming sense of collegiality is strong and evident across my teams and the wider school community. We all collectively support each other and student learning across the school;
- I feel that through meetings such as Puzzles of Practice, we have allowed for a community of collaboration between teams. This has allowed there to be a collective responsibility for all students, regardless of whether they are in their class or not. I also feel like our whole school focus has led to a feeling of this accountability and responsibility across all grades. We are aware now of what is happening in younger or older grades and are looking at our school as a whole, as well as the individualised students within; and
- As a teacher, I have developed relationships with students, coming to understand their needs and interests. I employ a range of strategies, making use of the talents of individual students and inspiring students to solve problems, work collaboratively and take responsibility for their learning.

Our focus on student leadership this year has ensured students felt more confident to talk about their learning and where to take it next, and significant growth in number of students taking on leadership roles within the school. This year we held our first Student Learning and Leadership Conference to strengthen student voice in leading our school. Students have contributed to the co-design of a Student Passport to Leadership.

A highlight for our community is Intercultural Day, where we celebrate the many communities that make up our school. The Intercultural Day committee, made up of teachers and parents, ensured that we shared our diverse culture on this day through cultural dance, interviews of our community, cultural food, and fun activities. We also celebrated Harmony Day, a day where our community comes together as one, as 'together we are stronger'.

Our 2019 partnerships with experts and organisations included: – Professor Helen Timperley (University Of Auckland), Jann Farmer–Hailey (Literacy Specialist), University of Sydney STEM Academy, Dr Kathy Rushton (University of Sydney), Today's Future Sounds, The Smith Family, Cut Through Coaching, and Social Ventures Australia (SVA). Once again we have partnered with Books in Homes to ensure that every child in our school takes home six books a year; this means well over 3200 books have gone out into our community this year alone.

Of course our school needs more than teachers to work successfully, it needs other people to help. Thank you to our office team, our school learning support officers, our community liaison officers, our canteen staff, our crossing supervisors and our GA. Our P&C and our Parent Program team have also contributed to a successful school community, I thank them for their support of all the programs, events and connections with Auburn West PS.

Ms Leanne Hodges

## Message from the school community

### Parents & Citizens Association

The AWPS Parents & Citizens Association met each month to determine the needs and aspirations of the school community. Some of the key achievements by the P&C for 2019 include :- parent representatives on both the Year 6 Farewell Committee and the Intercultural Day Committee; supporting the school through various fundraising events (Hot Chocolate stalls, leading the Easter Hat parade & running the Easter raffle, Mother's Day raffle, Father's Day raffle) and ensuring hand soap pumps are installed in the bathrooms. The P&C work together with the Parent Program team to assist the school community.

Mrs Kim Ayoush

P&C President

## Message from the students

This year the Student Representative Council (SRC) worked tirelessly to continue to represent students' interests and needs in various ways. They took action by creating and presenting proposals to bring about constructive changes that had a positive impact on students and the whole school community.

In 2019, the SRC application process was restructured and students were expected to apply for the Representative Council by writing an application letter explaining why they were fit for the job. They presented speeches to their classes and were elected based on their reasons and justifications about why they would make an exceptional leader. This process eliminated students who were previously chosen based on popularity and allowed for others to work their way into an official leadership position. As a result, there were close to 200 applications received from grades 2–6.

Throughout the year the SRC deepened their understanding of leadership. From Term 2 onwards the Innovation Hub continued their 2017–2019 project by recording an audio version of Auburn West Public News (AWPN.) The team worked with Nat Amore, a published author and podcaster to develop their skills and formally started recording their own podcasts. Their success led them to record and film a video summarising Auburn West as a school and how AWPS had achieved much of the School Plan goals. The Sport and Positive Behaviour for Learning (SPBL) team updated the 2018 proposal and presented a speech to pitch to the PBL committee, the 2019 SPBL spoke was successful in pitching their idea for lines to be painted on the back grass for safer soccer and football games. The Charity and Community Hub were equally successful with organising fundraising and school community events such as Pyjama Day. They also collected money on Intercultural Day by engaging their peers in a fun game they created called 'Sandy Surprise.'

The highlight of 2019 for students was participating in a first ever Leadership Conference held in the school hall with guest speaker Nat Amore. Students developed their skills as leaders by thoroughly discussing leadership to co–create a common understanding and definition. They also brainstormed ideas to help plan for a future passport to leadership.

Miss Bilgic SRC Co–ordinator 2019 and the SRC

## School background

### School vision statement

To foster successful, resilient citizens with a commitment to lifelong learning through next practice, innovative teaching and learning and challenging intellectual inquiry.

### School context

Auburn West Public School is a dynamic school located next to the Auburn Botanic Gardens. Auburn West Public School has an enrolment of 610 students, including 98% of students from non-English speaking backgrounds.

The staff at Auburn West Public School are enthusiastic, committed, cohesive and caring. Many teachers are early career teachers requiring the provision of targeted mentoring and professional learning services. There is a focus on flexible learning spaces, mentoring and coaching, and future focused teaching and learning as school priorities. A strong partnership exists between the school and community.

The school currently has 26 classes from Kindergarten – Year 6. The school leadership team has a focus on instructional leadership for students and staff. The school executive comprises of the principal, deputy principals, assistant principals, and instructional leaders as part of Early Action for Success (EA4S).

## 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Engaging future-focused learners

### Purpose

*Every member of the school community develops a strong identity as a learner through future-focused, responsive teaching and learning across the curriculum.*

### Improvement Measures

- All staff utilise School-based Evidence Framework (see Framework).
- Staff lead inquiry-based learning tasks culminating in a learning showcase each semester.
- 3-way learning conferences between student, teacher and parents:  
2018 – Kindergarten, Year 6  
  
2019– 2020 – K–6
- All staff undertake research through a school-wide literacy Spiral of Inquiry 2018–2020.
- All staff engage in data conversations (executive and teacher).

### Overall summary of progress

- Staff utilise practice analysis conversations and data conversations to deepen professional learning.
- Throughout the year all classes K–6 have provided parents opportunities to view inquiry based learning through a number learning showcases.
- Learning conferences will be implemented in 2020.
- Staff continue to engage in a school-wide literacy spiral, as documented by Professor Timperley.

### Progress towards achieving improvement measures

#### Process 1: 1. Future-focused Learning through:

- Innovation/future-focused planning
- Inquiry-based learning
- Goal setting and self-regulation
- STEM and 6Cs
- Curriculum mentor/s

Evaluation	Funds Expended (Resources)
<p>STEM programs for Stage 2 and Stage 3 were led by the STEM mentor through co-planning and co-teaching with the class teacher. Students aimed to solve a real life contextual problem. The STEM Horizons program ensured 20 students from Stage 3 participated in a guided inquiry process about STEM careers. The culmination of this project was a STEM Careers Expo, filmed by Teachers Mutual Bank and Social Ventures Australia. In partnership with University of Sydney Drama program, our CAPA mentor co-planned and co-taught Stage 2 and 3 classes in a program focused on reader's theatre. The CAPA mentor also led a program for a group of Stage 2 and 3 students to undertake hip-hop lessons which resulted in our second Auburn Beats album. This was supported by Today's Future Sounds. These programs will continue in 2020.</p> <p>History and Geography Scope and sequence developed across K–6 with the draft tabled and ratified by executive team for implementation 2020. Professional Learning facilitated by ACHPER on PDHPE Syllabus ensured two teachers led staff through Fundamental Movement Skills and new PDHPE syllabus. Teacher and students surveys were conducted to evaluate current school sport, a new structure was successfully trialled and continued</p>	<p>1.0 FTE Science/STEM mentor \$5000 for STEM resources 0.4 FTE CAPA Mentor Hubs and Spokes</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$160000.00)</li></ul>

## Progress towards achieving improvement measures

over the year. Introduction of Gala Days at school sport received positive feedback and improved participation and engagement of students in school sport. School Athletics, Cross Country Carnivals were successfully held and Auburn West PS led organisation of Zone Athletics carnival.

Three staff attended Walker Pedagogy professional learning in Semester 2, which ensured inquiry based learning took place in all Kindergarten classrooms and the Playroom; and investigative play was implemented 3 afternoons a week in Term 4. Resources were purchased to support the development of a play based learning room for Kindergarten and Year 1 students. Project Based Learning professional learning continues to develop at Auburn West PS. Classes across K–6 implement inquiry based learning and project based learning.

### Process 2: 2. Responsive teaching and learning through:

- Reflective practice based on analysis of student learning data
- Fluid and flexible learning
- Visible learning
- Learning intentions, success criteria (LISC)
- Explicit feedback/feedforward

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Deputy Principal Instructional Leaders and Assistant Principals support classroom teachers through mentoring and high quality instructional leadership in literacy and numeracy, which included co-planning, co-teaching, co-evaluating, analysis and moderation of student learning data for patterns and trends. Following this analysis, classroom teachers were supported to develop targeted teaching and learning to address the student learning needs and contribute to ongoing practice analysis conversations.</li> </ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• see Early Action for Success (\$0.00)</li> </ul>

### Process 3: 3. Responsive professional learning and embed quality teaching practice through:

- Evidence framework
- 3UPP
- Communities of practice
- Practice analysis
- Puzzles of practice

Evaluation	Funds Expended (Resources)
<p>Professor Timperley (University of Auckland) continues to work with Auburn West PS to deepen professional conversations for staff focused on improving writing. Meetings with literacy consultant Jann Farmer–Hailey and Senior Executive has ensured a strong focus on moving students through tiered intervention and deep data analysis.</p> <p>Personalised, professional learning and engagement in the whole school writing spiral has seen teaching practice refined. Learning Intention and Success Criteria is more carefully considered and explicitly taught and evaluated. Feedback is regularly given to all students in written and verbal forms and has enabled students to regulate their learning and better articulate their goals. Teachers have undertaken ongoing professional learning to implement the National Literacy and Numeracy Progressions to map student progress. School leaders have engaged staff in professional learning conversations utilising evidence to deepen pedagogical knowledge, improve practice and accelerate student learning outcomes.</p>	<p>\$15,000 – Academic partnership with Professor Helen Timperley</p> <p>\$5000 – Partnership with Jann Farmer–Hailey</p> <p>Employment 5.0 FTE of above establishment staff to support literacy and numeracy K–6.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$520000.00)</li> </ul>

## Next Steps

- Learning Conversations will be implemented 2020
- STEM and CAPA mentor will continue in 2020 for 0.4 FTE

- Puzzles of practice and data conversations will continue to support teacher professional learning

## Strategic Direction 2

Collective efficacy driving continuous improvement

### Purpose

*Our community shares collective responsibility for learning, wellbeing and whole-school improvement to ensure a positive educational impact for all students.*

### Improvement Measures

- Student case management and wellbeing data is monitored through Learning Support Team meetings, data conversations and case management feedback meetings.
- Student learning data is tracked through Best Start (RBSKA), PLAN2 and school-based data.
- NAPLAN data is analysed through SCOUT for:
  - Value added data
  - Trend data.
- 100% staff complete annual professional development plans (PDPs) which includes a school-wide goal and personal goals.

### Overall summary of progress

- Student case management and well being data is monitored through the LST and the PBL team. Tier 2 and 3 interventions take place on a case by case basis.
- All students are tracked on PLAN2 and through 5 weekly data analysis and conversations.
- All staff have completed their 2019 PDP.

### Progress towards achieving improvement measures

#### Process 1: 1. Accelerated learning through:

- Data analysis
- Case management
- Tiered intervention support structures
- Responsive professional learning
- Adaptive expertise and self-efficacy

Evaluation	Funds Expended (Resources)
<p>Learning Support Team meet weekly. Team comprised of Deputy Principal, Assistant Principal (LaST), 2 Instructional Leaders, and the School Counsellor. As a result:–</p> <ul style="list-style-type: none"><li>• Across the school 120 students had individualised learning plans written for support.</li><li>• 3 students received integration funding</li><li>• A total of 15 Access Requests were submitted to support students across a range of settings including early intervention, Support class autism, hearing, IM/IO</li><li>• NCCD data was collected on the number of students receiving adjustments and extensive support. Number of students receiving adjustments in 2019 included:– Physical – 1 student; Cognitive – 72 students; Social/emotional – 32 students; Sensory – 0 students; Total of 105 students with adjustments.</li><li>• Speech therapy intervention was supported for three days per week by Have-a-chat speech therapists. 27 students received intervention either individually or in a small group, focussed on early intervention. Kindergarten students were screened in second semester.</li><li>• Across the school 21 speech and language assessments were completed on students referred to LST.</li></ul>	<p>Learning Support Team</p> <p>Speech Therapist</p> <p>SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$183000.00)</li></ul>

## Progress towards achieving improvement measures

### Process 2: 2. Increased sense of wellbeing (connect, succeed and thrive) through:

- Consistent implementation of Positive Behaviour for Learning
- Case management
- 3 way learning conversations
- Tiered intervention support structures

Evaluation	Funds Expended (Resources)
<p>The Positive Behaviour for Learning (PBL) team consists of 22 staff who meet each fortnight to implement the action plan. Professional learning for PBL team members included Catch up training; Classroom Systems training and PBL Coach Network professional learning. PBL members who attended Peaceful Kids Professional Learning trialed this program at the end of 2019 for implementation in 2020.</p> <p>The tiered behaviour system has supported students to develop emotional self-regulation in the classroom and playground. The Star Badge system rewarded students who showed positive behaviour by achieving 16 criteria. The 5 Good Choices system was printed on a fridge magnet &amp; sent home to all families to ensure consistent language is utilised at home and at school.</p>	<p>PBL Professional Learning</p> <p>Student welfare system, student assistance funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$40000.00)</li> </ul>

### Process 3: 3. Strengthen purposeful and effective community partnerships through:

- Induction for on-going school-wide community learning and engagement
- A shared parent and student understanding of student learning
- Critical reflection, inquiry into practice and professional development.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• There has been a greater understanding of inquiry based learning from the parent community as a greater number of parents have attended showcases of learning throughout 2019.</li> <li>• Communication with P&amp;C, parent program leaders and parents has ensured greater links between home and school.</li> <li>• All teaching staff complete a PDP and track their professional learning with their supervising executive teacher. SASS staff are supervised by the SAM and Principal to develop and implement their PDP.</li> </ul>	<p>Community Liaison Officers</p> <p>Hubs and Spokes</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$120000.00)</li> </ul>

## Next Steps

- The LST and PBL team will provide case management and tiered intervention as needed.
- Speech therapy for 2020 will continue 2-3 days per week
- Learning conversations and showcases of student learning will provide opportunities to share current learning practices with the parent community.
- Peaceful Kids program will be implemented in classrooms K-6.

## Strategic Direction 3

Leaders of learning achieving excellence

### Purpose

*Instructional leadership and evidence-based practice develop high quality leaders who actively contribute to the school, wider community and society.*

### Improvement Measures

- Strategic partnership action plans are evaluated annually.
- Feedback from the school and wider community supports monitoring of professional learning, leadership development and student progress through:
  - Tell Them From Me (TTFM) survey completed by students, staff and parents;
  - Parent discussion groups through P&C, School Council and parent meetings;
  - Student discussion groups through the SRC and feedback sessions; and
  - Teacher and Executive surveys and feedback.

### Overall summary of progress

- Strategic actions plans that support external partnerships tracked progress annually.
- TTFM surveys provide a snapshot over time, this survey has shown growth each year it has been undertaken since 2014.
- Strong partnerships with the P&C and wider parent community continue to deepen through ongoing community events and engagement.
- The SRC has developed a genuine partnership with the leadership team to speak for the student community. This will continue into 2020 as processes are in place to deepen student leadership capacity.

### Progress towards achieving improvement measures

- Process 1: 1. Deepening instructional leadership to lead improvement, innovation and change through:**
- Professional learning conversations, data conversations, co-planning, –teaching and –evaluating.
  - Leadership team professional conversations

Evaluation	Funds Expended (Resources)
<p>Feedback from Professor Timperley's observations of changes to professional learning ensured that :- the teachers' showed great openness to explore ideas; high quality evidence of the focus student was brought to the puzzle of practice and the teachers demonstrated an ability to elaborate on that evidence in detail; in all the meetings, the teachers participating in the puzzle of practice have been able to relate the analysis of the focus students' writing behaviours to students like theirs, have tried things out and have been able to report impact; and high quality clarifying questions and suggestions were utilised.</p> <p>The three-hour 3UPP sessions have been replaced by one-hour team sessions using the puzzle of practice protocol, individual teacher learning sessions using the writing impact wall, short targeted practice analysis conversations and joint planning as needed.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li></ul>

- Process 2: 2. Develop well-informed leaders of learning who work in partnership with:**
- Wider-school community
  - Professional learning networks
  - Students, staff and strategic partners
  - University partners

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Systems and structures are in place to enable leaders of learning to improve learning, wellbeing, community connections and school-wide representation. School leaders encourage active engagement, strong student and community voice and representation as contributors to school decision making and future directions.</p> <p>Formal partnerships with Social Ventures Australia, University of Sydney, The Smith Family, Cut Through Coaching; as well as informal networks between schools has ensured there have been many opportunities for students, staff and parents to develop an effective community beyond Auburn West PS.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$85000.00)</li> </ul>

### Process 3: 3. Facilitate leadership development opportunities for students, staff and community through:

- Student lead learners
- Engagement with professional standards and frameworks
- Representative opportunities within and outside the school context

Evaluation	Funds Expended (Resources)
<p>Through the Innovation Hub and the partnership with Social Ventures Australia we have implemented significant improvements to students as leaders of our school. Student Lead Learners support technology skills in classrooms throughout the school. The Student Representative Council (SRC) has led the way for our community through their contribution to the Passport to Leadership developed at our first Student Leadership Conference. Students have had the opportunity to develop specialised leadership skills through the Being 10 program (positive leadership for girls), Stay Strong Program (positive leadership for boys), Play Leaders (social support from Stage 3 leaders in the playground for K-2 students) and the Leaders Connect partnership with Granville East PS and Berala PS Student Leadership Teams.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5000.00)</li> </ul>

## Next Steps

- Partnerships with university academics and philanthropic organisations will support teaching, learning and leading programs.
- Hubs and Spokes will continue to deepen strategic directions

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 484.00)</li> </ul>	Students currently enrolled who identify as Aboriginal/Torres Strait Islander accessed funding for financial assistance for school programs, resources and for PLASPs as needed.
<b>English language proficiency</b>	\$448207 Staffing FTE 4.2 \$44532 Flexible funding <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$492 739.00)</li> </ul>	Funding continues to supplement the role of Assistant Principal EAL/D (0.6) as a higher duties position. The EAL/D team provided professional learning and collegial support to mainstream teachers around quality EAL/D pedagogy. The EAL/D team belong to a network of schools in the Auburn area and met regularly to share expertise and current educational research around EAL/D teaching and learning strategies. All classroom teachers use and report on the EAL/D Learning Progression, ESL Scales and the National Literacy Progressions to describe levels of English Proficiency (EAL/D student phase) and to inform differentiated programming and assessing.
<b>Low level adjustment for disability</b>	3.6 FTE Staffing allocation – \$384178 Learning and Support Flexible Funding – \$183473 <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$567 651.00)</li> </ul>	Learning Support Team meet weekly. Team comprised of Deputy Principal, Assistant Principal (LaST), two Instructional Leaders, and the School Counsellor. (See Strategic Direction 2) Students with identified learning needs are supported in classrooms and the playground by 5.8 FTE School Learning Support Officers.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher release provided to executive staff, this is supplemented by socio economic background funds. <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$107 143.00)</li> </ul>	The QTSS funds contribute to the release for executive staff to work with their team, to mentor staff and team teach in the classroom as well engage in professional learning through high-quality discussions.
<b>Socio-economic background</b>	1.9 FTE – \$202760 Flexible funding \$1012649 <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$1 215 410.00)</li> </ul>	<ul style="list-style-type: none"> <li>Executive staff had a reduced face to face teaching load, funding enabled employment of teachers to release staff to meet with executive.</li> <li>3UPP sessions every 3 weeks to facilitate professional dialogue driven by student learning data.</li> <li>2 above-establishment classes formed to support smaller class sizes.</li> <li>2.0 SASS staff employed to support the smooth operation of the school.</li> <li>The employment of 2.9 Community Liaison Officers (CLO) who speak Arabic, Dari and Urdu, to assist the school to provide a variety of programs to cater for the needs of our community. This assistance is in engaging the community in parent and student programs, translating and communication between parents and the school.</li> <li>Funding was allocated to reduce the costs for each grade, NAP students and Community Language classes to support quality</li> </ul>

<p><b>Socio-economic background</b></p>	<p>1.9 FTE – \$202760</p> <p>Flexible funding \$1012649</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 215 410.00)</li> </ul>	<p>excursions for all students.</p> <ul style="list-style-type: none"> <li>• Resources and professional learning were funded to support teaching and learning programs.</li> <li>• Partnerships with Social Ventures Australia, Cut Through Coaching, and academic partnerships were funded from this area.</li> <li>• The three school-based Hubs supported the implementation of our strategic directions and were funded from this area.</li> <li>• The Books in Homes program ensured every student has quality literature to read at home.</li> <li>• Auburn West PS was successfully signed off as a Healthy Canteen school.</li> <li>• A daily Crunch and Sip program was introduced to all classes K–6 during Semester 2.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$42 390.00)</li> </ul>	<p>Beginning teacher funding utilised to support three teachers with timetabled mentor and release from class to engage in conversations based on Professional Teaching Standards and support of accreditation attend professional learning meetings and network conferences..</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Staffing to support the New Arrivals Program fluctuated (0.4 – 0.6 FTE, 0.2 SLSO Ethnic) throughout the year due to student enrolment numbers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$25 440.00)</li> </ul>	<p>EALD specialist teachers collaborated with classroom teachers by providing targeted learning for students who have recently arrived in Australia and those who have had a disrupted education. Student's English proficiency was assessed and their language development tracked and catered for in programs. Students attended an intensive English, New Arrivals Program as needed. External agencies and school assistance was provided to families to help settle and develop a sense of belonging at AWPS. The LST provided support to students and their families and referred them to specialist counselling and psychology services for refugee students as needed.</p>
<p><b>Early Action for Success</b></p>	<p>2.0 FTE Deputy Principal Instructional Leaders</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$326 508.00)</li> </ul>	<p>The Deputy Principal Instructional Leaders (IL) lead professional learning for literacy and numeracy through mentoring, team-teaching, professional discussions and data analysis. The ILs support executive staff and teachers to monitor the impact of practice and interventions on student literacy and numeracy learning through 5 weekly data analysis conversations.</p>
<p><b>Hubs</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$30 000.00)</li> </ul>	<p>All staff contribute to the implementation of the school plan through their work with our three hubs :-</p> <ul style="list-style-type: none"> <li>• Curriculum – with a focus on syllabus implementation and evaluation</li> <li>• Innovation – with a focus on future focused learners, leadership and technology</li> <li>• Connex – with a focus on community engagement</li> </ul> <p>Each hub contributes to implementing the processes and improvement measures identified in the school plan through socio economic background funds (as needed).</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	364	351	302	290
Girls	357	347	318	314

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	91.1	89.8	90.8
1	93.9	90.7	91.5	87.6
2	92.8	91.3	92.1	89.1
3	93.2	90.4	91.1	89.4
4	92.4	92.3	90.5	91.4
5	93.7	90.2	91.4	87.8
6	92.6	91.1	89.5	91.2
All Years	93.2	91	90.9	89.7
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.95
Teacher of Reading Recovery	1.34
Learning and Support Teacher(s)	3.6
Teacher Librarian	1
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	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>	1,447,809
<b>Revenue</b>	7,980,782
Appropriation	7,824,660
Sale of Goods and Services	53,771
Grants and contributions	92,651
Investment income	9,200
Other revenue	500
<b>Expenses</b>	-7,295,666
Employee related	-6,681,658
Operating expenses	-614,007
<b>Surplus / deficit for the year</b>	685,117

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>	31,506
<b>Equity Total</b>	2,278,283
Equity - Aboriginal	2,484
Equity - Socio-economic	1,215,410
Equity - Language	492,739
Equity - Disability	567,651
<b>Base Total</b>	4,034,620
Base - Per Capita	145,476
Base - Location	0
Base - Other	3,889,144
<b>Other Total</b>	1,338,532
<b>Grand Total</b>	7,682,940

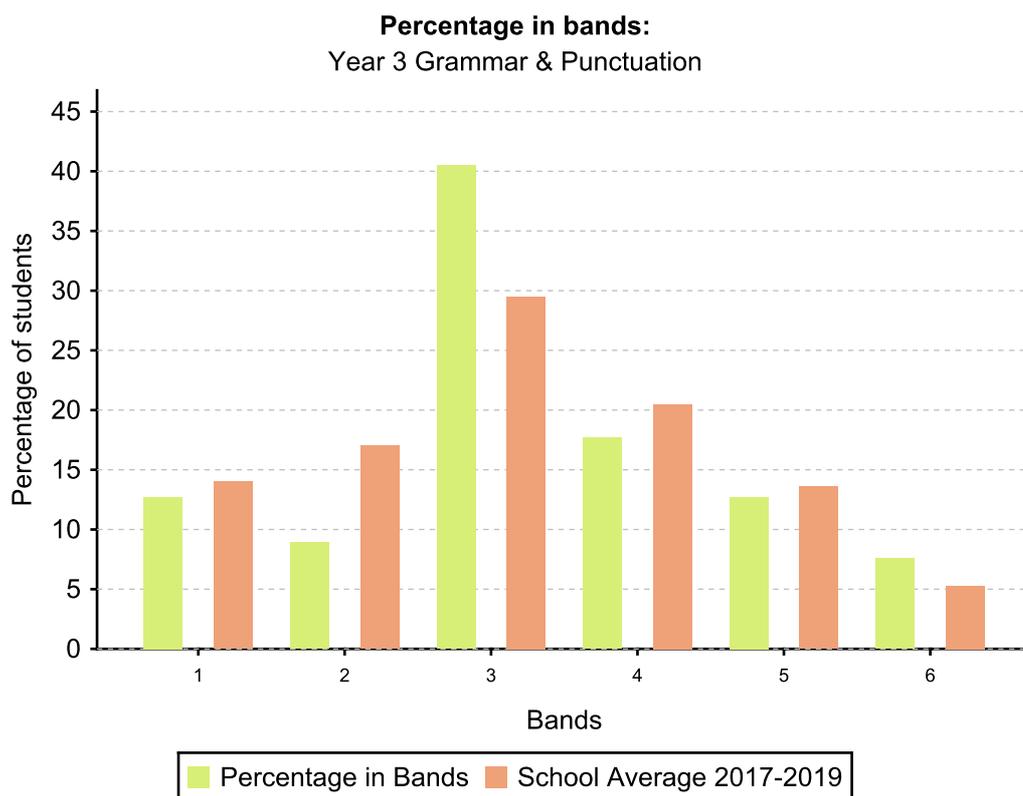
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

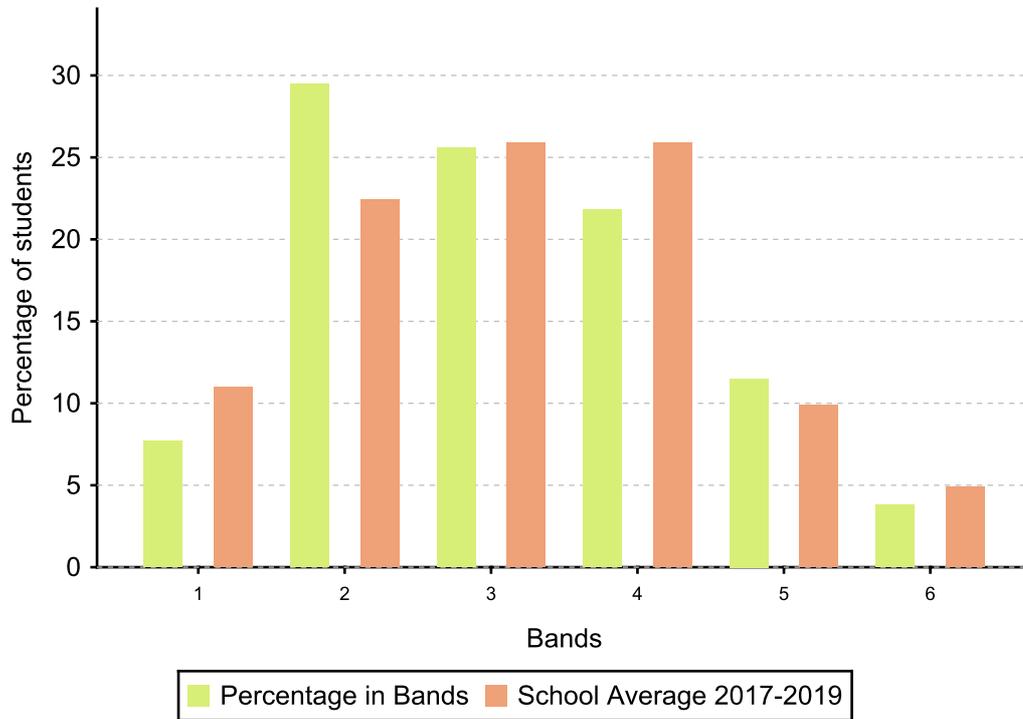
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



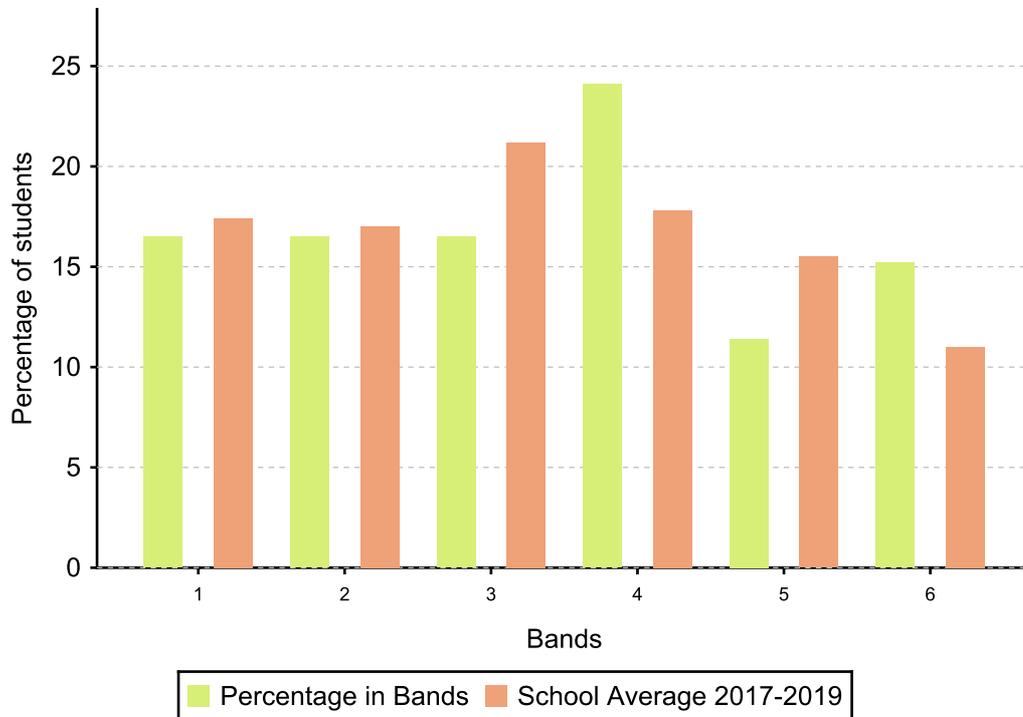
Band	1	2	3	4	5	6
Percentage of students	12.7	8.9	40.5	17.7	12.7	7.6
School avg 2017-2019	14	17	29.5	20.5	13.6	5.3

**Percentage in bands:  
Year 3 Reading**



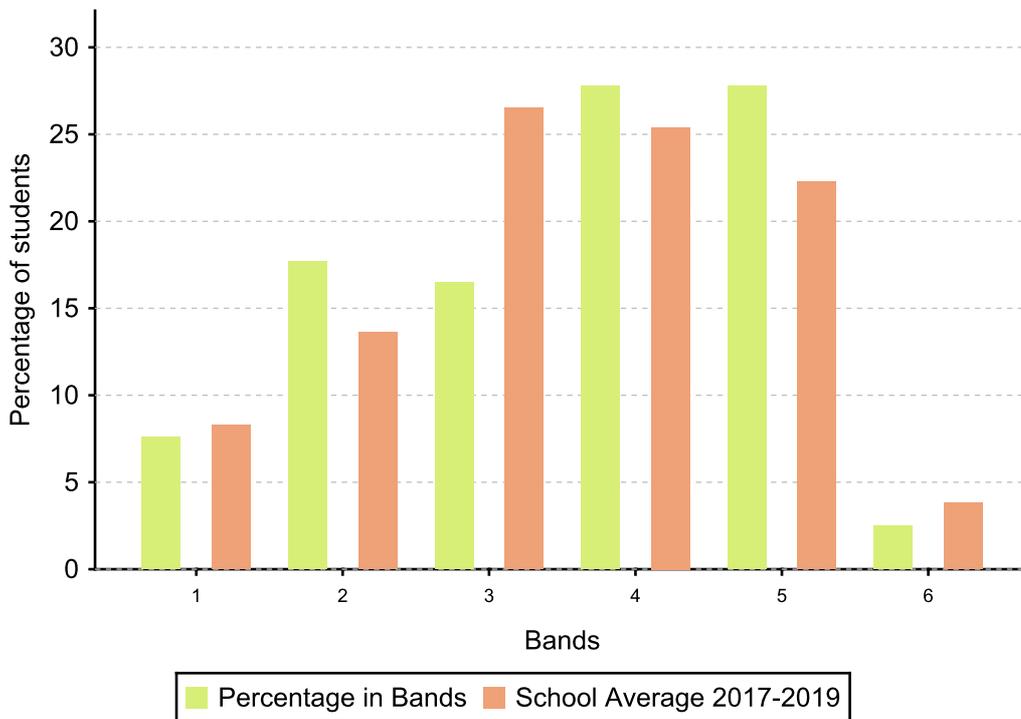
Band	1	2	3	4	5	6
Percentage of students	7.7	29.5	25.6	21.8	11.5	3.8
School avg 2017-2019	11	22.4	25.9	25.9	9.9	4.9

**Percentage in bands:  
Year 3 Spelling**



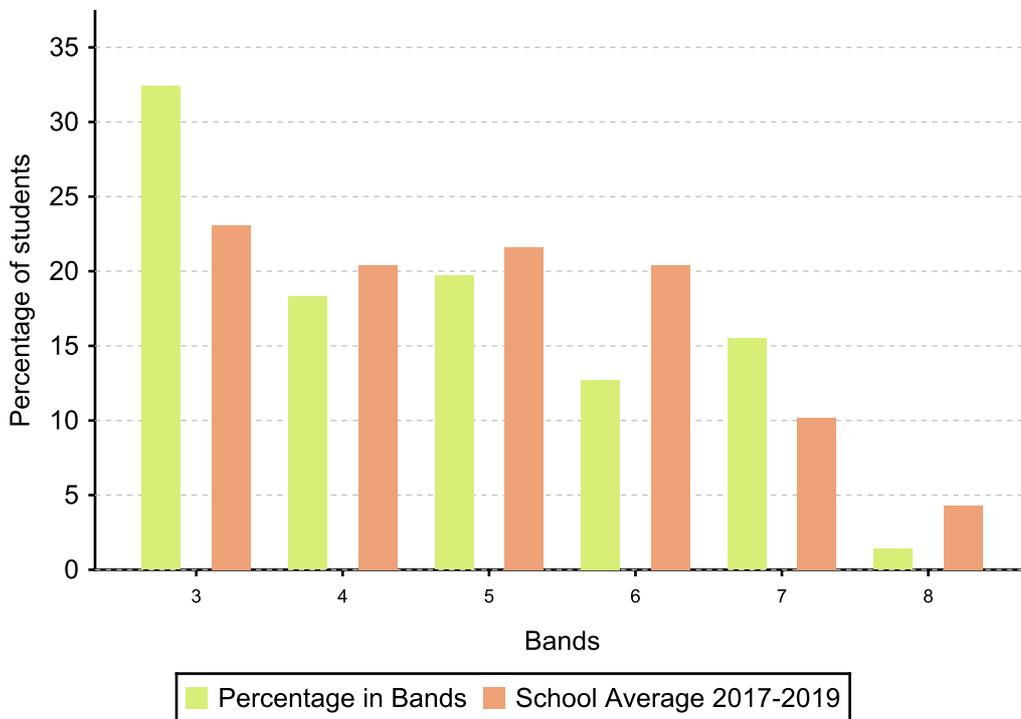
Band	1	2	3	4	5	6
Percentage of students	16.5	16.5	16.5	24.1	11.4	15.2
School avg 2017-2019	17.4	17	21.2	17.8	15.5	11

**Percentage in bands:**  
Year 3 Writing



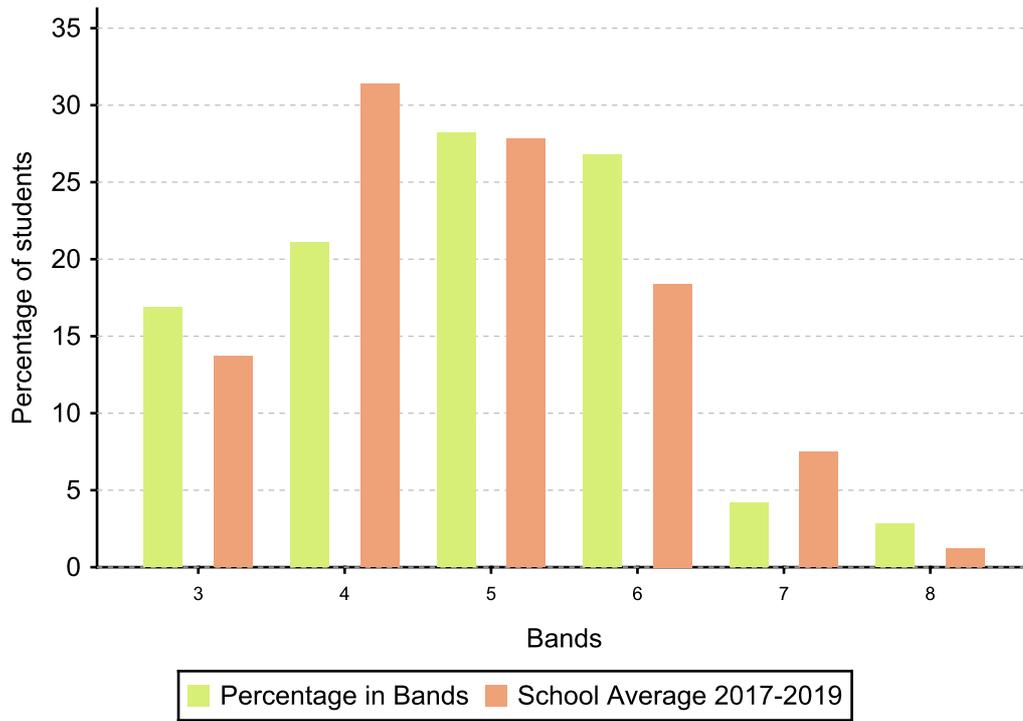
Band	1	2	3	4	5	6
Percentage of students	7.6	17.7	16.5	27.8	27.8	2.5
School avg 2017-2019	8.3	13.6	26.5	25.4	22.3	3.8

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



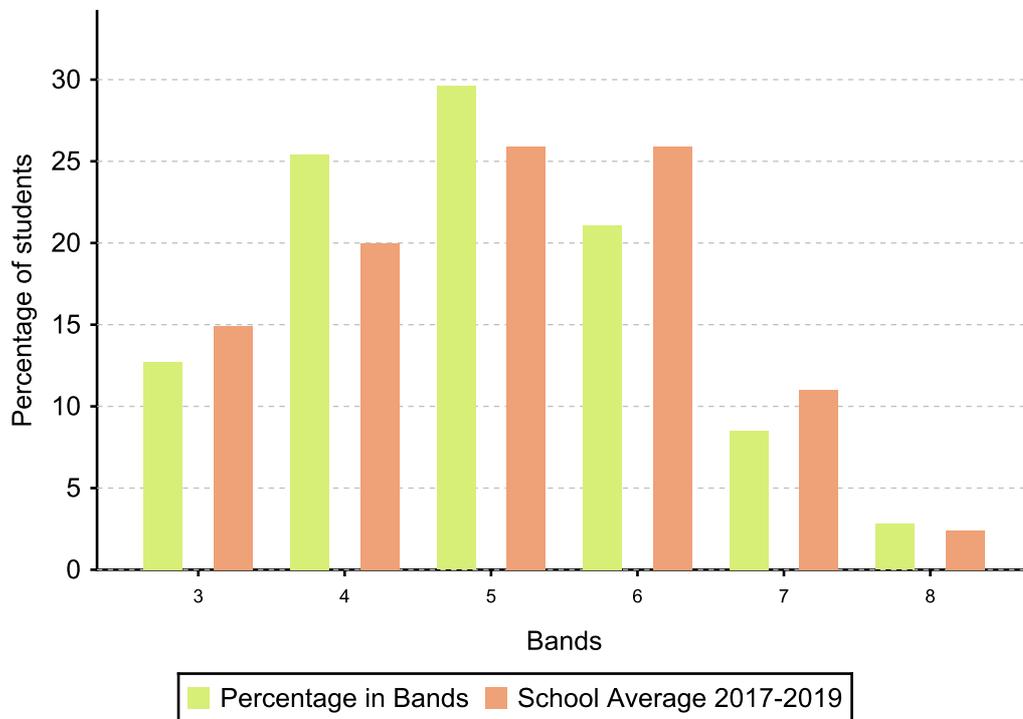
Band	3	4	5	6	7	8
Percentage of students	32.4	18.3	19.7	12.7	15.5	1.4
School avg 2017-2019	23.1	20.4	21.6	20.4	10.2	4.3

**Percentage in bands:  
Year 5 Reading**



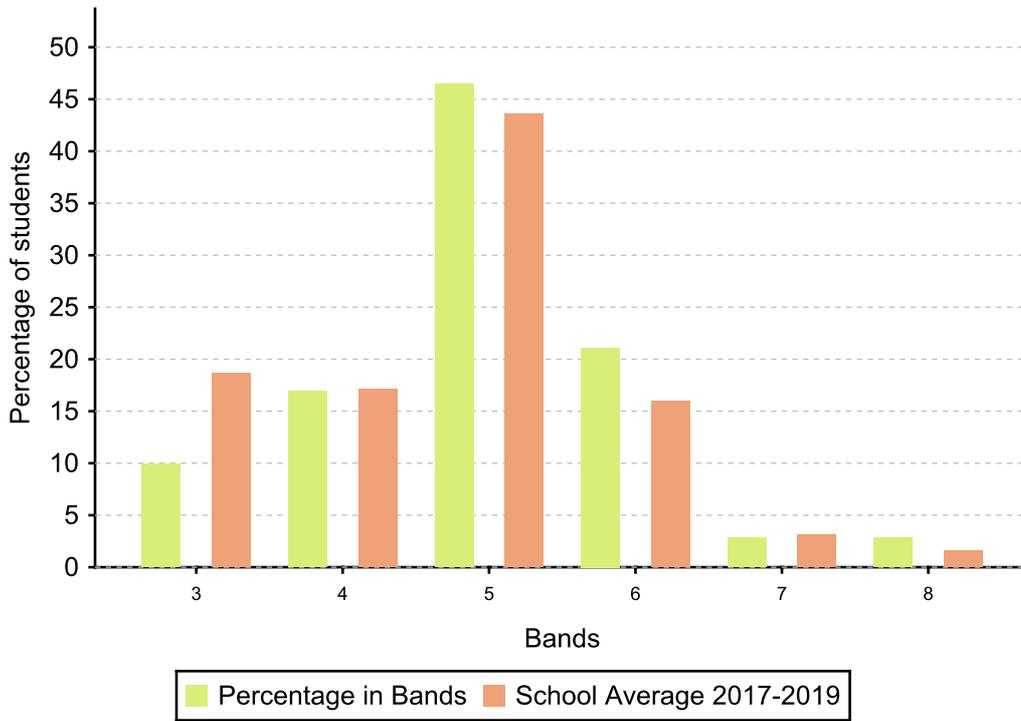
Band	3	4	5	6	7	8
Percentage of students	16.9	21.1	28.2	26.8	4.2	2.8
School avg 2017-2019	13.7	31.4	27.8	18.4	7.5	1.2

**Percentage in bands:  
Year 5 Spelling**



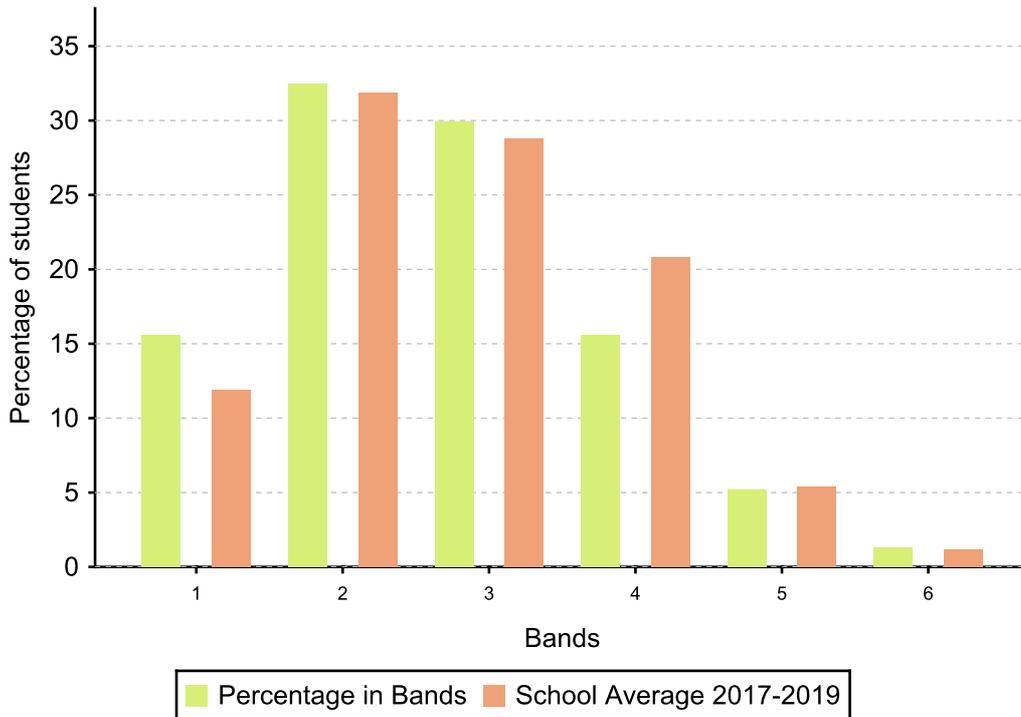
Band	3	4	5	6	7	8
Percentage of students	12.7	25.4	29.6	21.1	8.5	2.8
School avg 2017-2019	14.9	20	25.9	25.9	11	2.4

**Percentage in bands:**  
Year 5 Writing



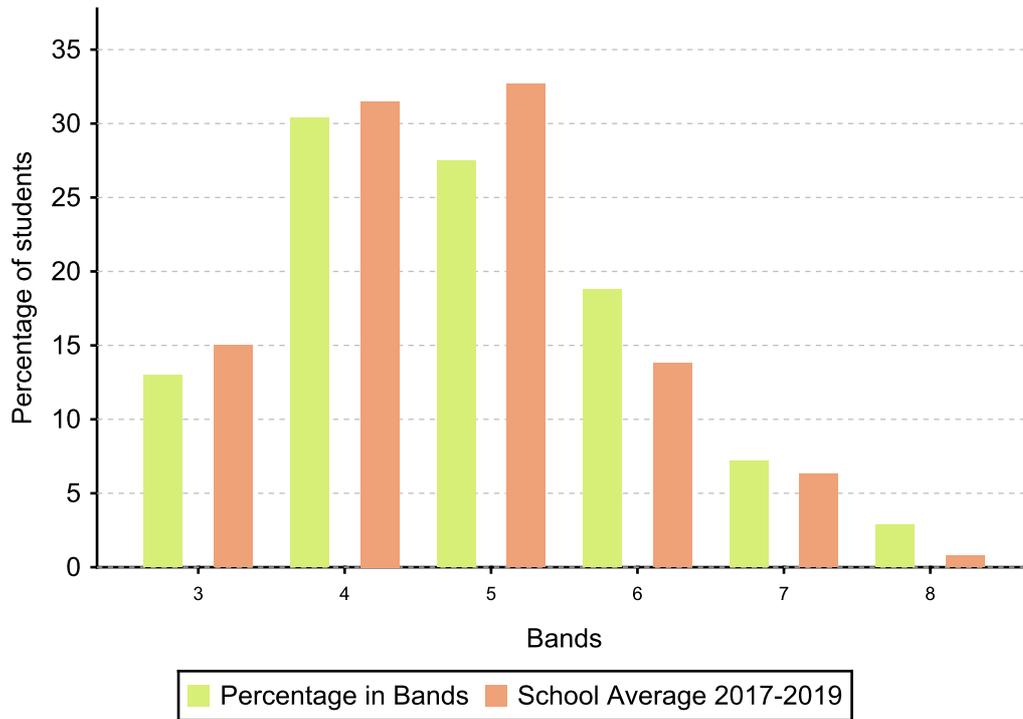
Band	3	4	5	6	7	8
Percentage of students	9.9	16.9	46.5	21.1	2.8	2.8
School avg 2017-2019	18.7	17.1	43.6	16	3.1	1.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	15.6	32.5	29.9	15.6	5.2	1.3
School avg 2017-2019	11.9	31.9	28.8	20.8	5.4	1.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	13.0	30.4	27.5	18.8	7.2	2.9
School avg 2017-2019	15	31.5	32.7	13.8	6.3	0.8

## Parent/caregiver, student, teacher satisfaction

Students, staff and parents have continued to participate in the annual Tell Them From Me (TTFM) survey. Surveys have been conducted from 2014 – 2019 where results can be tracked over time.

Key findings from the 2019 TTFM Student survey (87 respondents) include:

### *Social–Emotional Outcomes*

- \* Students with a positive sense of belonging = 84%
- \* Students with positive relationships = 87%
- \* Students that value schooling outcomes = 95%
- \* Students with positive behaviour at school = 85%
- \* Students who are interested and motivated = 88%
- \* Effort = 94%

Based on a ten–point scale on the following perspectives of the parent community, the 2019 TTFM Parent survey (18 respondents) indicates:

- \* Parents feel welcome at our school = 8.1
- \* Two–way Communication with Parents = 8.2
- \* School Support Learning at Home = 7.6
- \* School Supports Learning = 8.2
- \* School Supports Positive Behaviour = 8.6
- \* Safety at AWPS = 7.6
- \* Inclusion at AWPS = 8.2

Based on a ten–point scale on the following eight drivers of student learning, the 2019 TTFM Teacher survey (52 respondents) indicates:

- \* Leadership = 8.0
- \* Collaboration = 8.1
- \* Learning culture = 8.1
- \* Data informs practice = 7.8
- \* Teaching strategies = 8.1
- \* Technology = 6.2
- \* Inclusive school = 8.0
- \* Parent involvement = 6.7

## 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.