

2020 Annual Report

Auburn Public School



Introduction

The Annual Report for 2020 is provided to the community of Auburn 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 Public School
Auburn Rd & Beatrice St Auburn,
2144
www.auburn-p.schools.nsw.edu.au
auburn-p.school@det.nsw.edu.au
02 9646 2200



Message from the principal

The Annual Report celebrates the achievements of Auburn Public School in 2020 and I wish to congratulate all students, staff and members of the school community for their commitment. Auburn Public School promotes and nurtures diversity and individuality found within all students and staff to build a tolerant and caring school community.

In 2020 there was a continued strong focus on literacy, numeracy, student welfare and technology building upon our work as an Early Action for Success school.

At our annual self-assessment and review meetings involving all school stakeholders, the following highlights in our achievements were identified:

*All K-2 staff were involved in significant evidence based professional learning in L3, L3 for Stage 1 and TEN working in collaborative partnership for further student improvement and achievement.

*A strong school culture continued to develop to embrace visible learning with a growth mindset through formative assessment including learning intentions, success criteria, feedback and students reflecting on their learning which was underpinned by regular meetings to track student performance through the Literacy and Numeracy Progressions, PLAN 2, data walls and to consistently modify and adapt teaching programs to meet all students needs based on data .

*All staff participated in professional learning and mentoring in the Super Six comprehension skills developing higher order metacognition and thinking skills in all our students.

*Strong and engaging work on differentiation practices where teachers are participating in professional learning to ensure all children are experiencing challenge in all subject areas every day, culminating in school expectations for students, teachers and our organisation being designed.

*Strong support for PBL processes and programs with a review of current practice and a strengthening of student learning in our core values for 2021.

*An ongoing commitment to leadership opportunities across the school including -technology mentor, EAL/D mentor, Literacy mentor, Maths mentor, Stage mentors and increased roles within school committees.

This year Auburn Public School like all schools faced many challenges due to Covid-19. We provided platforms for all students to learn from home whether through packages or online. Our teachers embraced the virtual world to support the students through Microsoft Teams and Google Classrooms. We supported each other as well as our community as we moved forward during very uncertain and unprecedented times. It is a time that we will reflect on in the years to come, a time we changed our organisation and structure in a very short timeframe and still ensured that all the students and their families were known, valued and cared for. It is a moment to congratulate Auburn Public School, our whole school community and Public Education in general for a job well done!

The school will continue to set targets for improvement and teachers, students and parents will work in partnership to achieve these goals.

I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Lisa Markey

Principal

Message from the school community

2020 has been an amazing year for virtual parent programs. In line with DoE directives, Auburn Public School did not run any parent programs on our premises, instead all parent programs were online. Due to COVID restrictions we didn't have any P&C meetings and there were no fundraisers this year.

There has been a continuation of many virtual programs organised by our Community Liaison Officer, Mrs A. Ambreen, including an English Language course, Job Readiness by TAFE course, information sessions about Health and Healthy Eating. We also had Mental Health support sessions online, parenting advice programs such as 123 Magic, Triple-P (Positive Parenting Program), yoga and fitness sessions, Virtual Kindergarten Transition sessions, High School Readiness. So many wonderful opportunities were provided and we have learned so much during this year.

Due to food restrictions for students on site, Auburn Public School did not continue breakfast club from Term 2. During the time of COVID we distributed emergency food boxes to our families in need.

Auburn Public School promotes the development of respectful partnerships with our wonderful parents. We are looking forward to seeing more parents participate/volunteer in our events, classes, and excursions in 2021.

Vivien Chung (P&C President) & Atiqah Ambreen (Community Liaison Officer)

Message from the students

2020 has been an interesting year at Auburn Public School. We have struggled through bushfires and COVID 19. This has meant that for some of the year we were learning from home, which was quite a challenge. We have all learned a great deal and we have gotten through this year with the help of our friends, families and our teachers.

Thank you to all of our teachers and school staff for everything that you have done for us this year. Thank you also to all of the students of Auburn Public School for making us proud to be a part of the Student Leadership Team this year.

Auburn Public School Student Leadership Team 2020



School vision

We are an innovative and passionate learning community. Our students are active, informed and independent creative, critical thinkers. Our vibrant and diverse learning environments provide an inclusive curriculum that caters for diverse learning needs and opportunities for engagement in active learning and leadership. We maintain a culture of care, respect, high expectations, enrichment and collaborative partnerships with the wider community.

School context

Auburn Public School is a large primary school established in 1886, located on a split site diagonally across a major intersection in Sydney's mid-western suburbs and is a member of the Holroyd School Education Group. The school caters for a diverse community, evident in the cultural backgrounds of students who attend the school.

98% of students are bi-lingual and speak English as a Second Language. Over 35 different languages are spoken. The largest cultural groups are from Turkey, Afghanistan, Lebanon, Iraq, Somalia, The Pacific Islands and China. A significant number of families have refugee status resulting in many students in their past not receiving formal schooling for extended periods.

Auburn Public School has been part of the community for over 130 years. It provides high quality educational programs with a strong emphasis on Literacy, Numeracy, students' well-being and Technology. In addition to the six Key Learning Areas students have access to a range of programs including English as a Second Language; Community Language (Arabic, Turkish, Dari and Chinese); Reading Recovery (Year 1) and Early Action for Success with a specific focus on Kindergarten to Year 2. The school has 4 classes to support students with additional needs which are available through the regional placement processes.

Auburn Public School nurtures the similarities and diversity of its highly multicultural community. The school community recognises education as a vital means to future success and strongly supports the school's teaching and learning programs. The school provides a safe, welcoming environment that promotes a strong sense of belonging and self-worth.

A positive culture of collaboration and continuous improvement is clearly evident within the school.



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>.

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Innovative, Responsive and Dynamic School Practices

Purpose

To build a dynamic culture of innovative practice through quality professional learning, collegiality and leadership capacity building. Leaders and teachers will have high expectations of their students and themselves, in order to foster sustained school improvement and a positive school climate.

Student needs will be addressed in a differentiated curriculum through collaborative learning and engaging, and meaningful experiences where technology is integrated and used effectively to support and enhance student learning.

Improvement Measures

85% teachers involved with leadership opportunities within the school.

100% of classes implementing differentiation of the curriculum to cater for the range of student learning needs.

100% of staff taking responsibility and ownership of their PDP goals, embedding system priorities, school strategic directions and locating individual professional learning opportunities.

20% decrease in student breaches to the school behaviour code and 95% of students achieving Green Slip rewards each term.

Overall summary of progress

Through the implementation of a distributed leadership model, staff engaged in opportunities for leadership through the Network Aspiring Leaders group and through the school based positions of Stage Coordinator, Stage Mentor, Curriculum Mentor roles and Relieving Assistant Principal positions. An increasing numbers of staff have applied for higher duty opportunities to further develop their leadership capabilities.

Our school provided opportunities for the implementation of differentiation of the curriculum, to cater for the range of students' learning needs. Staff participated in professional learning on differentiation leading to challenge, with interested staff provided with support from the Differentiation Mentor. Staff were also provided with the professional support from the Learning and Support Teachers (LaSTs) to develop best practice of Individual Learning Plans (ILPs). Innovative class structures continue to underpin the school's delivery of differentiated curriculum. Innovative technology is accessible to students and integrated into teaching and learning programs. Staff were supported and mentored by technology mentors.

100% of teaching and non-teaching staff have taken responsibility and ownership of their PDP goals, embedding system priorities, school strategic directions and locating individual professional learning opportunities. During 2020, all staff completed extra professional learning to support students with remote learning. All staff will continue to be supported in the PDP process. Monitoring and feedback processes continue to build support and to plan for further professional growth. All teachers are regularly updated on information about maintenance procedures.

Our school-wide Positive Behaviour for Learning (PBL) program continued, and parents were given opportunities to attend information sessions. PBL pedagogy, rules and implementation is reviewed with the whole staff at the beginning of each year. Purposeful programs were developed and implemented in response to the needs of the students.

Progress towards achieving improvement measures

Process 1: School-wide, diversified leadership opportunities provided to all staff (e.g. stage and curriculum coordinator roles, mentor roles - stage specific and whole school, aspiring leaders group).

Evaluation	Funds Expended (Resources)
<p>Through the implementation of a distributed leadership model, staff engaged in opportunities for leadership through the Network Aspiring Leaders group and through the school based positions of Stage Coordinator, Stage Mentor, Curriculum Mentor roles and Relieving Assistant Principal positions. Increasing numbers of staff are applying for higher duty opportunities to further develop their leadership capabilities. This resulted in 75-80% of staff involved in leadership opportunities, this year.</p>	\$15 000

Process 2: Students' needs are supported in innovative class organisational structures (e.g. safety net, reception classes) ensuring that all students are challenged by dynamic teaching and learning programs (e.g. ILPs, technology, differentiated curriculum and collaborative learning).

Evaluation	Funds Expended (Resources)
<p>Professional learning on differentiation occurred throughout the year. Staff were given the opportunities to practise differentiation strategies in the classroom and share their experiences with their colleagues. Staff are now accommodating various learning profiles, ability levels and interests to cater for differentiation needs. Approximately 90% of all classes are implementing some differentiation strategies across the school. Staff feel more confident in differentiating in Literacy and Numeracy. Staff were also given the opportunity to receive additional support from the Differentiation mentor, which was decided through an expression of interest process.</p>	\$14 000

Process 3: Staff utilise Professional Standards, taking ownership to develop their PDP goals aligning to system priorities, school strategic directions and personal interests, resulting in their own differentiated professional learning opportunities.

Evaluation	Funds Expended (Resources)
<p>All teaching and non-teaching staff completed a Performance and Development Plan (PDP) based on the Department policy. Staff members have developed an understanding of how to best drive their own plans and to incorporate the Professional Teaching Standards. Staff are proactively seeking collegial feedback and mentoring as an important part of their ongoing professional growth and our school's Strategic Directions. During the working from home period, staff also completed a variety of additional professional learning opportunities on technology use to support Learning from Home. Approximately 70% of staff are involved in voluntary collegial observations through Innovation time, mentoring, social skills programs and Instructional Rounds to support their PDP.</p>	\$3 000

Process 4: School behaviour code (PBL) is understood and consistently used by staff, students and parents to strengthen school values in developing tolerance and respect. Purposeful programs are developed and implemented in response to the needs of students (e.g. Circle Solutions, playground mentors, Rock and Water).

Evaluation	Funds Expended (Resources)
<p>Our school-wide Positive Behaviour for Learning (PBL) program continued. Consistency, consequences and rewards structure were maintained across the school.</p> <p>Classroom and playground settings show different data evidence for the school to consider. 85% of staff, students and members of the community could articulate school behaviour expectations as evidenced through SET data.</p> <p>This year, 95% of students achieved green slip rewards and there was a further 5% decrease in student breaches to the behaviour code.</p>	<p>\$5 000</p>

Next Steps

Staff to continue to implement differentiation strategies to ensure that all students are able to access the curriculum through strategic teaching and learning programs designed to scaffold the varied learning needs of students, including providing appropriate challenge for all students. Professional learning around how to differentiate in KLAs other than Literacy and Numeracy needs to occur to develop staff confidence. The implementation of the Differentiation Mentor to continue for targeted staff.

Teaching and non-teaching staff to continue to take responsibility for achieving their differentiated PDP goals involving individualised professional learning. This includes researching, enrolling and participating in professional learning opportunities, as well as support from school mentors, based on their PDP goals.

Leadership opportunities will continue to be available in 2021. Community of Schools (RALBee) Aspiring Leaders network group will continue in 2021. Committees will continue to reflect on the school priorities of the new strategic improvement plan. Staff within each committee will take on specific roles and responsibilities to enhance their leadership capabilities.

Positive Behaviour for Learning (PBL) processes to be refreshed in 2021. Scope and sequence of school-developed social skills re-aligned for 2021 to ensure consistency across the school. Parent meeting to be organised early next year to inform the community about school PBL processes and practices to enhance school-home partnerships. New and enhanced reward structure will be implemented throughout the year. All new focuses to be evaluated at the end of the year.



Strategic Direction 2

High Performing Culture of Learning

Purpose

Promoting and maintaining high educational aspirations and expectations across the school community where students, staff and parents are actively reflecting on and developing future focused learning.

Student success will be maximised by developing critical and creative thinkers who are flexible in selecting modes of learning and are committed to continual improvement in the pursuit of excellence.

Improvement Measures

10% increase of students in Year 3 and Year 5 achieving at or above minimum standards and in proficiency levels in NAPLAN Reading, Writing and Numeracy results. 70% of students achieving expected growth or above in Reading, Writing and Numeracy.

100% of classroom teachers using internal and external data to inform their teaching and learning programs. External data consistently validates internal data.

100% increase of parent survey data which shows greater awareness and understanding of the school's goals and directions.

Overall summary of progress

In 2020, the school continued to focus on promoting and maintaining high expectations to develop a high performing culture of learning. Staff engaged in professional learning opportunities and mentoring that targeted developing teachers' skills and strategies to differentiate and challenge all learners.

Professional dialogue with an emphasis on student achievement was fostered through DARTS (Data, Analysis, Reflection, Targets and Strategies) sessions, stage meetings and learning team meetings. Whole school professional learning on school focusses and curriculum delivery including differentiation, challenge, PDHPE and Creative Arts were delivered. Additionally, a range of online courses supporting teachers to deliver remote learning these included Microsoft Teams, Google Classrooms and Using technology for improving student learning outcomes. This also included developing teacher's ability to create collaboratively developed assessment tasks and to utilise grade based assessment criteria to ensure consistency of assessment and marking strategies across the school.

Targeted professional learning was provided by Jann Farmer-Hailey with an emphasis on quality writing. This included Instructional Leader Masterclasses, Principal sessions and focused learning lessons for Stage 2 and Stage 3 teachers developed around their puzzlement of practice, with a focus on providing differentiated and challenging lessons for all learners, particularly for extending students in writing.

Specialised, evidence-based initiatives such as; Language, Literacy and Learning (L3), Literacy Lessons (L2), Super Six Comprehension, Number Talks, Seven Steps to Writing and Jolly Phonics continued to provide teachers with enhanced skills to meet the learning needs of all students. As well as professional learning opportunities, staff were supported by two Deputy Principal Instructional Leaders, a Differentiation Mentor, a Literacy Mentor, a Maths Mentor and a Jolly Phonics consultant and mentor.

Progress towards achieving improvement measures

Process 1: Flexible assessment, collection and analysis of data encompassing Assessment Of, For and As learning to inform daily classroom instruction and provide timely feedback.

Evaluation	Funds Expended (Resources)
<p>During the timeframe of this plan there has been an increase of 1% of Year 3 and Year 5 achieving at or above minimum standards. There was an increase of 6% at the proficiency level.</p> <p>Students achieving expected growth varied between Reading, Writing and Numeracy. There has been a drop in students achieving expected growth in Reading, whilst growth in Writing and Numeracy has remained steady and constant, averaging 60%.</p> <p>Additional external assessments were initiated in 2020. These included the Check in Assessment for Literacy and Numeracy and the Progressive Achievement Tests (PAT) in Reading and Numeracy. Analysis of the results of the check in assessment revealed that overall students in Year 3 and Year 5 achieved higher results than students in statistically similar schools in Numeracy but lower in Reading.</p> <p>All classroom teachers utilise a range of formative assessment strategies and summative assessment data to inform their planning and programming. This assessment information includes: SENA data, reading data, CTJ work samples, culminating tasks and grade assessments. Community Language, RFF and specialist teachers also utilise focussed assessment data to inform their teaching and learning programs. Teachers also share assessment information and expertise with their stage colleagues at collaborative planning sessions, stage meetings and DARTS sessions so that they can make planning decisions relating to achievement trends. Teachers have begun to utilise external assessment data to assist with planning and programming. However, this will be continued focus for the new Strategic Improvement Plan.</p> <p>Individual student literacy learning goals are developed K-6. These have been informed by teacher professional learning in L3, Jann Farmer-Hailey workshops and Jolly Phonics sessions. Classroom teachers are beginning to develop individual learning goals in other Key Learning Areas. Effective feedback that includes teacher to student and peer to peer feedback supports students learning goals.</p> <p>Individual student assessment folders were developed as a way to collect and analyse students work samples overtime. These folders will be distributed to each new class and built on each year.</p>	<p>\$18 000</p>

Process 2: Staff engage in explicit/targeted professional learning centred on evidence based pedagogies (e.g. Jolly Phonics, L3, TEN, Super 6), to deliver a high quality, differentiated curriculum in a K-6 perspective.

Evaluation	Funds Expended (Resources)
<p>Staff were engaged in a range of in-school and on-line professional learning throughout the year with a focus on differentiation and providing challenge. This included L3, Jolly Phonics, writing, PDHPE, Super Six Comprehension and Number Talks which was delivered by school based mentors, Instructional Leaders and/or external consultants.</p> <p>Staff were surveyed on their knowledge and use of a range of evidence based pedagogies that targeted student achievement through focussed teaching strategies, differentiation of tasks and assessment and providing challenge for all students. Staff surveys revealed 70% of teachers were highly confident in providing challenge for their students. Additionally, when compared to the 2019 survey data there was a significant overall increase in teachers rating themselves as having a high degree of skill and understanding in using the focus strategies. Specifically in the use and understanding of; formative assessment (from 55% to 82%), using effective feedback (from 67% to 79%), student self-assessment (from 43% to 66%), peer feedback (from 38% to 64%), individual student learning goals (from 48% to 54%) and differentiation (from 73% to 80%). Observations of classroom practice, teaching and learning programs and teacher surveys indicate that the development of teachers understandings, skills and utilisation of each of these strategies have increased significantly since the introduction of the 2018 school plan.</p> <p>100% of classroom teachers are using internal data to plan relevant learning experiences for each student in their class. Some teachers are beginning to successfully use external data sources as another opportunity to inform their teaching and learning programs.</p> <p>Alignment between internal and external data is beginning to occur particularly in the area of Spelling, Grammar and Punctuation and Writing.</p>	<p>\$20 000</p>

Process 3: Embedded and explicit processes that facilitate collegial dialogue, collaboration, classroom observation, reflective discussions and the modelling of effective practice to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>All teaching staff have been engaged in a wide range of on-line and face to face meetings and sessions that have involved professional dialogue that have deepened pedagogy. These have included DARTS sessions which have been held twice per term. These sessions have focussed on differentiation, challenge and also the Literacy and Numeracy Progressions. Teachers have also been engaged in planning sessions each term where they have used assessment data and syllabus outcomes to plan teaching and learning programs collaboratively. Additionally, each term Stage teams have designed and taught assessment tasks in Literacy and Numeracy that have been used as CTJ activities. Collegial CTJ sessions have used analysis of student work and assessment criteria against syllabus expectations to inform discussions.</p> <p>Teachers have also participated in a range of focussed collegial conversations with Instructional Leaders, Executives, Mentors and external consultants. According to staff surveys and supervisors observations, these opportunities have had a significant impact on teacher practice.</p>	<p>\$22 000</p>

Process 4: Parents/carers involved in the school learning culture to assist their understanding of school priorities to foster a shared and active commitment to students' learning. Parents understand the assessment approaches used in the school and their benefits for learning.

Evaluation	Funds Expended (Resources)
<p>The school began to hold information session before Covid-19.</p> <p>A successful parent session 'Helping your child with reading at home', was a highly successful session with 52 parents participating. This session simply was a hands-on approach to setting up positive reading habits at home.</p> <p>Instructional Leaders presented to parents on Literacy was presented early in the year.</p> <p>The school was unable to hold further parent information sessions due to COVID 19 this year.</p>	<p>\$5 000</p>

Next Steps

Staff professional learning on effective assessment and using data to inform planning will continue to be a focus in the new Strategic Improvement Plan. This will be delivered through a combination of small learning teams, stage groups and whole staff presentations.

There will be a continuation of supporting staff to differentiate learning and assessment through Instructional Leaders, Executives and school-based mentors. Mentors will include a differentiation mentor, EAL/D Mentor and Literacy and Numeracy Mentors.

Further opportunities to develop quality K-6 literacy practices will be provided through the continuation of engaging with Jann Farmer-Hailey. This work will build on the current work with Stage 2 and Stage 3 on providing differentiated and challenging teaching and learning programs.

Professional learning on developing individual learning goals for students will be explored through staff meetings and DARTS sessions. These sessions will target formative assessment and self and peer assessment strategies.

Teachers will continue to be provided with professional learning and support to implement the use of the National Literacy and Numeracy progressions which will be driven by the Instructional Leaders. Stage based conversations around the progressions will continue to occur with DARTS sessions being an opportunity to discuss work samples and data to ensure consistency. Instructional leaders held Data Chats with classroom teachers around reading. Teachers reflected on their data and determined focus students for next five weeks.

Other opportunities for reflection on data and student work samples will continue to occur through stage meetings, cooperative planning and CTJ. Stage teams will continue to follow school-wide CTJ protocols with greater time spent on feedback to students and the next steps for each student's learning.



Strategic Direction 3

Inclusive, Engaged and Active Community Partnerships

Purpose

Collaborating as a school community to initiate and enhance strategic, meaningful and mutually beneficial relationships with our educational partners and stakeholders.

Students will be engaged through community connections which provide access to broader opportunities, and to develop an understanding and respect for themselves and their role in society. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Improvement Measures

20% increase of parent participation in parent meetings and in classroom programs.

100% of staff actively implementing the Community of Schools' focus to improve teaching and learning.

85% of the school community accessing Schoolzine app.

85% of students actively engaging in opportunities provided by external agencies and through extra-curricular activities.

Overall summary of progress

The school continued to focus on developing meaningful programs in response to the needs of our community. This year, due to Covid-19, the school has successfully presented most parent educational workshops online (ZOOM, teleconference). These workshops included: self-care (grooming, makeup beauty), building self-protective behaviours by recognising early warning signs of abuse, nutrition and healthy lifestyle choices, NAPLAN awareness, primary school focus areas including enhancing studies at home and better learning within the family environment and general women's health awareness.

Extended programs included: Job Readiness through TAFE (10 weeks), 123 Magic Parenting Course (4 weeks), online yoga/health and fitness (11 sessions), Mental Health Support via One Door Mental Health (4 sessions), Raising resilient children (10 sessions), Communication development in children (10 sessions) and Paint Auburn REaD (5 sessions),

The most successful parent school community programs in 2020 were My Gov (eligibility, benefits, and services), Centrelink and Government initiative benefits (Active Kids/Creative Kids Kids) advice. 5 sessions with 31 parents participating.

Generally, external agencies supported these programs, such as One Door Mental Health and Western Sydney Local Health Services, organised an Arabic, Dari and Mandarin speaking interpreters, whilst the CLO supported the Urdu/Punjabi speaking community.

The parent school community have requested the following programs for 2021: Triple P parenting program, fitness/selfcare and parenting advice on establishing home/school routines alongside repetition of a few courses which ran in 2020. There is also a big interest from parents in wanting to complete the Childcare Certificate 1 or 2, in order to be employed as Early Childhood Educators in the future.

2020 - The school community WhatsApp group consisted of 64 active members, with 100% being females.

2021 intake of Kindergarten students - The school community WhatsApp group consists of over 44 active members.

Of the total number of school community members in both WhatsApp groups in 2020, 4% of parents are unable to read or write and 30% are developing their English speaking skills. It is due to these reasons that they prefer to communicate via WhatsApp where they can leave voice messages and ask questions about day to day happenings at the school. School zine has not been a preferred choice of communication by the school community.

Most workshops were presented in English, Arabic, Urdu, Mandarin and Dari.

This year, due to Covid-19, parent/carer excursions did not occur.

A modified Starting School Well program (a transitional program for students entering Kindergarten the following year) was implemented this year and was well supported with over 51 families participating online. The program was a web link which included a tour of the school grounds, at-home activities storytelling and school routine practices. Two Early Stage One teachers worked collaboratively to develop this web link and make it available to the 2021 school community.

Alongside the SSW program, the Kindergarten Orientation was modified this year and 2 sessions were planned and implemented online with the assistance of external agencies. Various topics presented included ADSI, Cumberland Council, WSLHC, One Door Mental Health included separation anxiety, school readiness, establishing routines and road safety. These programs were implemented with the support of our Community Liaison Officer and external interpreters.

The school Homework Centre and Breakfast Club were unsuccessful due to Covid-19. (4 classes for Years 3-6 and 3 classes for Years 1-2) Teacher surveys indicate the need to continue with both these programs in 2021 with an emphasis on expanding Breakfast Club to 3-6 and strengthening the understanding of homework expectations to parents/carers so they can provide more support at home.

The After School Sport program was impacted by Covid-19 and only resumed mid Term 4.

Our Community of Schools (COS - RALBee) Network, met through Zoom sessions. The Instructional Rounds network was also impacted by the pandemic. The Aspiring Leaders network met several times through Zoom. All of these programs are expected to resume in 2021.

This year, the school was not able to celebrate Diwali or Iftar due to Covid-19. Staff surveys indicate that they valued these events and would like to continue with them in 2021.

Progress towards achieving improvement measures

Process 1: Meaningful, purposeful programs continue to be developed, implemented and expanded, in response to the needs of the community (e.g. Educational Workshops, Parent Excursions, PaTCH, Playgroup, Starting School Well etc.).

Evaluation	Funds Expended (Resources)
Parents are showing an increased interest in attending parent workshops and excursions. Parents are also making informed decisions about what they would like from the school such as school transition workshops (from primary school to secondary school). There has been an increase in the number of parents connecting with the school via WhatsApp and have selected this form of communication as their preferred option. Parent excursions did not occur due to Covid-19.	\$5 000

Process 2: Teachers, through our Community of Schools Network, draw on and implement evidence-based research to improve teaching and learning (e.g. 2018 Critical and Creative Thinking, 2019 PDHPE, 2020 Creative Arts Curriculum focuses through the RALBee network, Instructional Rounds, Aspiring Leaders etc.).

Evaluation	Funds Expended (Resources)
Aspiring Leaders, Instructional Rounds and RAL-Bee are expected to resume in 2021.	\$2 000

Process 3: Transparent and multiple lines of communication are facilitated to ensure positive and productive interactions between parents, the community and the school (e.g. website, Schoolzine app, Community Liaison Officer etc.).

Evaluation	Funds Expended (Resources)
The school community is continuing to slowly access the SchoolZine app. All school staff are encouraging new members of our school community to upload the app on enrolment of new students, especially the ASPA P&C committee, technology mentor and the CLO. Presently only 20% of parents are accessing this app.	\$4000

Process 4: Relationships with external agencies are utilised and enhanced to support students' learning and to provide opportunities to develop them into future global citizens (e.g. NDIS, Dooley's, PCYC, tertiary educational facilities etc.).

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Throughout the year students have accessed a minimal variety of learning opportunities from outside agencies due to Covid-19. The agencies accessed have mainly been for the purpose of our parent programs. The focus of these experiences have been wellbeing and transitions, to support the wellbeing of our school community.	\$12 000

Next Steps

Ongoing parent initiatives to be re-designed after consultation in 2020. Orientation and support for parents to be more active in classrooms (K-6) in 2021. PaTCH training to be undertaken to provide opportunities for parents to develop confidence and skills to support students and teachers in the classroom setting.

RALBee Network will provide further professional learning. Instructional Rounds will continue to focus on differentiation challenge and peer and student feedback.

Approach for parent uptake to SchoolZine app to be re-evaluated for 2021 to increase parent participation in this project.

Further and varied opportunities for students to engage in extra-curricular activities (after school) will continue to be explored, including expressions of interests from students to guide the areas to be included. OOSH at APS is set to commence in 2021.



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Early action for success</p>	<p>Staffing: \$301 204</p>	<p>EAfS Phase 2 is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017-2020. The purpose of the initiative has been to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. 2 Instructional Leaders continued to coach and work shoulder to shoulder with teachers to refine pedagogical practices in order to increase student literacy and numeracy performance in K-2.</p> <p>In 2020, 1 teacher was trained in L3 (Language, Learning and Literacy) for Kindergarten. 4 Year 1, Year 2, Multi Stage Safety and Support Unit Teachers were also trained in L3 (Language, Learning and Literacy) for Stage 1. These teachers participated in 12 online Professional Learning sessions through Microsoft Teams (3 per term) to improve students' literacy skills.</p> <p>2 Kindergarten and 4 Year 1 and Year 2 teachers also attended L3 Stage 1 OPL once a term. These Professional learning sessions were accessed online, through Microsoft Teams.</p> <p>Student data reflected progress in reading and writing. In reading, 53% of students in Kindergarten, 51% of Year 1 students and 90% of Year 2 students reached at or above expected end of year target. Students' writing skills will continue to be a focus for 2021. Teachers will be supported with professional development to maintain and improve reading and writing skills for all K-6 students.</p> <p>Through the EAfS Phase 2 initiative, K-2 teachers trained in TEN (Targeted Early Numeracy) continued to implement this intervention program in their classroom.</p> <p>Due to Covid 19, there was a significant focus on literacy initiatives as there was a sense of urgency to reboot what was known to our students prior to this interruption</p> <p>There has been an extension of the department's implementation of the 20172020 EAfS Phase 2 and will continue in 2021. The brief will extend K-6 and will meet the contextual needs of all our students in Literacy and Numeracy.</p>

Aboriginal background loading	\$2074 (SD1)	Strategic Direction 1 Students supported in classrooms through differentiation, development of PLPs, and embedding best practice.
English language proficiency	Staffing: \$546 920 \$32 449 (SD1) \$6 449 (SD2)	Strategic Direction 1 Increase in teacher support in classrooms to deliver increased intellectual quality in all literacy and numeracy lessons K-6. Strategic Direction 2 Community involved in effective information sessions to assist their understanding of school programs and practices so that they can become active participants in their child's learning.
Low level adjustment for disability	Staffing: \$185 953 \$40 000 (SD1) \$39 789 (SD2)	Strategic Direction 1 Students supported in classrooms through differentiation, development of ILPs and embedding best practice. Strategic Direction 2 Literacy intervention programs of MiniLit and MultiLit deployed to identify students from evidence based data with LaST and SLSO support.
Quality Teaching, Successful Students (QTSS)	Staffing: \$101 290	QTSS funding has allowed the opportunity for 3-6 staff to receive mentoring support in reading and comprehension to support the school improvement plan. The school Literacy mentor provided whole school professional learning on the Super Six comprehension strategies and followed this up with in class, targeted, one on one mentoring support. The Literacy leader has also overseen another staff member's mentor role through ongoing support, collaborative planning and professional dialogue. Both mentors provided 3-6 staff with demonstration lessons, quality resources and strategies to support the implementation of this school-wide focus. This has resulted in staff expertise being developed and improved results in student comprehension.

<p>Socio-economic background</p>	<p>Staffing: \$98 446 \$455 000 (SD1) \$40 000 (SD2) \$20 533 (SD3)</p>	<p>Strategic Direction 1 Innovative class organisational structures developed and in operation based on student needs and data including 2 Safety Net classes and an enrichment program. School-wide diversified leadership opportunities provided to all staff for succession planning and to improve quality of instruction and student learning outcomes. These include: Technology mentor, ESL mentor, Maths mentors, Stage and Curriculum coordinator roles, Aspiring Leaders group, Jolly Phonics mentors. School leadership team continued to develop skills from recently completed Growth Coaching to develop sustainable consistent conversations with stage teams for PDPs. Teaching and Learning programs reflect 21st Century learning skills.</p> <p>Strategic Direction 2 School leadership team engaged in reflective discussions and regular collegial dialogue through mentoring and supervisory practices including collaborative planning and classroom observations.</p> <p>Strategic Direction 3 Meaningful, relevant programs implemented in response to community needs (information workshops, playgroup, Starting School Well, Homework Centre, Breakfast Club). All programs staffed by teachers and/or CLOs and/or SLSOs.</p>
<p>Support for beginning teachers</p>	<p>\$7 500</p>	<p>Beginning teachers have been provided with ongoing feedback and support from dedicated Beginning Teacher Mentor, including: collaborative planning, in-class support, reflection on practice, team teaching, observations, and access to identified professional learning opportunities.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$9 590</p>	<p>Intensive English language and learning support has been provided for refugee students in their first 2 years of schooling in Australia in order to better prepare them for mainstream education programs. The primary focus of this support has been the development of students' English language and literacy skills in both the oral and written form, including: - developing reading, writing, listening and speaking skills for a range of purposes - developing knowledge and control of language structures and features of a range of text types.</p>
<p>Flexible Wellbeing</p>	<p>\$40 600</p>	<p>In 2020, the school implemented a variety of programs that focused on student wellbeing. These programs were specific to stages and included hip hop, gymnastics and Circle Solutions. The whole school participated in a mindfulness program that supported students' problem solving strategies, resilience and self-regulation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	285	275	272	262
Girls	250	241	245	246

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.1	88.7	89.2	88.5
1	90.8	86.3	81.7	82
2	90.4	89.1	87.8	86.8
3	92.6	88.4	87.1	87.4
4	93.1	91.3	83.4	88.8
5	93.1	89.5	91	89.5
6	94.6	89.6	88	88.2
All Years	91.9	88.9	87	87.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance

The school procedures for monitoring non-attendance were updated in 2020. All attendance information was recorded on the Department's online management system.

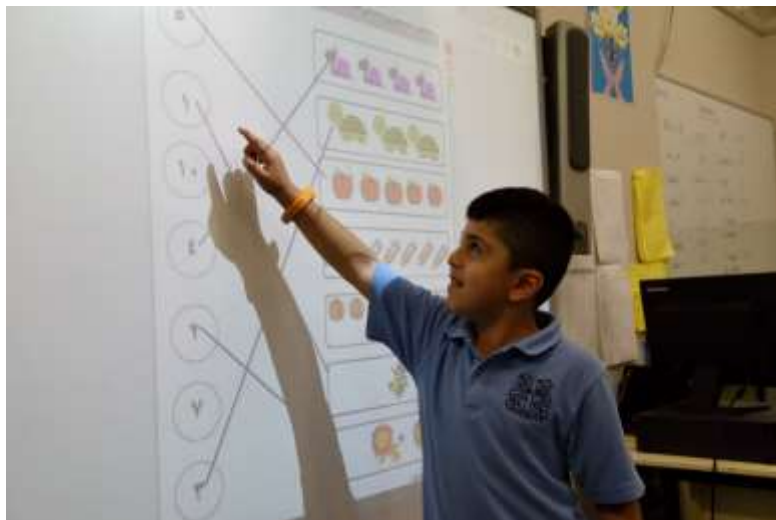
Parents were asked to explain student absences in writing. Teachers and supervisors monitored students' attendance closely throughout the year. Parents were contacted when students' absences were concerning or where there had been no explanation of absences provided. All contact or attempt of contact with parents regarding absences was documented. The Home School Liaison Officer visited the school twice per term to monitor attendance and discuss any cases of concern. A number of cases were referred to the Home School Liaison Officer who followed up with phone calls and interviews. When discussing attendance issues with parents, support and suggestions were made to help improve attendance. These included asking friends and family to assist, developing morning routines and establishing earlier bedtimes. Attendance was a topic mentioned during the Kindergarten Orientation program, where families were provided with some relevant information about procedures and processes relating to attendance. The Community Liaison Officer and interpreters were used to assist in the translation of this information.

Many Auburn Public School students did not take regular trips overseas this year due to Covid-19. When they travel overseas, students must apply for extended leave by completing the Departments application form at the school office. Travel documentation is also required to support the application

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 composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.9
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	8.16
Other Positions	3.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

Professional learning includes four 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.

Professional learning for all staff was an ongoing focus for 2020 so that the school continues to enhance teacher quality and expertise across the school. As a result of COVID-19 all staff completed online courses to support the students with remote learning. The professional learning courses included:

Microsoft teams

ZOOM

Google Classroom

Taking Google Classroom to the next level

All staff developed and completed Performance Development Plans in line with Departmental expectations. Opportunities for capacity development occurred through whole staff professional learning sessions, mentoring and differentiated support. The school's professional learning focuses included:

Differentiation

Formative Assessment

Self and Peer Assessment

Literacy, Language and Learning (L3 - Kindergarten and Stage 1)

Jolly Phonics

Number Talks

Technology

Positive Behaviour for Learning (PBL)

Classroom Observations and Feedback for accreditation only

Mandatory Training including CPR, Anaphylaxis, Anaphylaxis e-learning, e-Emergency Care and Child Protection

Teacher Accreditation

Teacher accreditation processes continued to be well managed in 2019:

- 3 beginning teachers completed their NESAs Accreditation at Proficient
- 1 beginning teacher working towards NESAs Accreditation at Proficient
- 4 teachers completed their maintenance reports using the NESAs online process
- All teachers including pre 2004 teachers have had ongoing support and guidance in using the NESAs online process for maintaining their accreditation financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,339,283
Revenue	7,387,857
Appropriation	7,354,024
Sale of Goods and Services	4,625
Grants and contributions	25,464
Investment income	1,743
Other revenue	2,000
Expenses	-7,439,121
Employee related	-6,946,477
Operating expenses	-492,644
Surplus / deficit for the year	-51,264
Closing Balance	1,288,019

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.

	2020 Approved SBA (\$)
Targeted Total	96,848
Equity Total	1,467,164
Equity - Aboriginal	2,074
Equity - Socio-economic	613,979
Equity - Language	585,369
Equity - Disability	265,742
Base Total	4,411,994
Base - Per Capita	131,993
Base - Location	0
Base - Other	4,280,001
Other Total	1,164,142
Grand Total	7,140,148

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students and teachers about the school.

The *Tell Them From Me* parent survey was undertaken by groups of parents between August and October, 2020. The online survey included questions covering parents perception of their child's experiences at home and school.

The survey showed that over 91% of parents feel welcomed when they visit the school, and they can speak easily with the class teacher, executives and principal.

90% of parents also felt that the administrative staff and teachers at the school are helpful when the parents have a question or problem.

92% of parents responded that their child's teacher would inform them immediately if there were concerns with their child's behaviour at school.

88% of parents feel that they are well informed regarding school events, their child's progress, and parent activities within the school. They noted that communication (including student reports, newsletters and notes) are written in a clear, concise manner that the parents are able to easily understand.

85% of surveyed parents stated that they support their child's learning at home by assisting their child with homework, 98% of parents take an interest in their child's school assignments and their child's feelings towards school. A very high percentage, 92%, of surveyed parents regularly encourage their child to do well at school and praise them for doing so.

84% of parents agree that school supports their child's learning. 88% of parents also believe that their child is also encouraged to do his or her best at school, have high interest in their child's learning. 80% of teachers have high interest in their child's learning. 90% of teachers encourage each student to do their best and take students needs, abilities and interests into account.

80% of parents agree that school supports positive behaviour with 82% of parents stating that teachers expect their child to pay attention in class and that teachers are explicitly teaching behaviour expectations to all students. 80% of parents believe that their child understands and knows expectations of rules for school behaviour. 92% of parents stated that their child feels safe in school. 92% of parents understand that behaviour issues within the school are appropriately dealt with in a timely manner, and 88% of parents are of the view that school helps to prevent bullying among students as well as 88% of school staff take an active role in making sure all students are included in school activities.

The vast majority of these responses show an improvement in parent/caregiver satisfaction from the same survey in 2019.

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.

Auburn Public School respects, values and promotes the diversity and richness of Aboriginal cultures and custodianship of country. Staff are committed to increasing the school community's knowledge and understanding of the histories,

cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. In 2020, the school celebrated Aboriginal music, art and culture in a variety of ways. K-6 students and teachers engaged with learning experiences that embedded Aboriginal cultures and histories through Key Learning Areas including, History, Geography and English. Teachers were provided with teaching resources and activities to complete during NAIDOC week. NAIDOC Week 2020 acknowledged and celebrated that our nation's story didn't begin with documented European contact. The very first footprints on this continent were those belonging to First Nations peoples.

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.

Over 98% of student population come from a language background other than English. Our community is diverse and this is celebrated on a daily basis.

Initiatives that have been integral to Multicultural Education And anti-racism promotion at Auburn Public School include:

- Two Reception classes to support students who require additional support for acquisition of English
- Teaching and learning programs have a strong emphasis on EAL/D pedagogy and practice
- Community Language programs (Chinese, Farsi, Turkish and Arabic) are closely aligned to class programs
- Implementation of an Urdu Community Language program in 2021
- The Kindergarten Bilingual program supporting students in their transition to school and the consolidation of concepts through the use of home languages
- Teaching and learning programs have strong cross curricular priorities embedded within them
- Celebrating Auburn diversity through the arts- dance, visual arts and music
- Translation of many documents and notes for parents and interpreters regularly available for meet and greet
- Maintaining a school app (SchoolZine) which automatically translates the school newsletter
- Multilingual courses for parents informing them about school practice and routines to enhance home school partnership
- Continuation of Starting School Well program providing support for children in transition including increased participation

- Extending our understanding of diversity through events such as Harmony Day, NAIDOC week, celebration of other special days
- A school Anti-Racism Officer (ARC) who mediates and supports students if racist issues arise

Other School Programs (optional)

Student Wellbeing

Our school has continued to be committed to creating quality learning opportunities for our students. Our focus has been on supporting student wellbeing by implementing initiatives and programs where students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

To support all students to be respected, valued, encouraged, supported and empowered to succeed the school has continued its implementation of the Positive Behaviour for Learning program (PBL). This program focuses on teaching all students clearly and explicitly how we want them to behave. Students are involved in one lesson each week which cover a range of core concepts including: Problem Solving, Communication, Game Rules, Personal Safety, Leadership, and Environmental Awareness.

The school expectations consist of being an active learner, being respectful and being safe. These encompass all class rules and responsibilities and are displayed in all classrooms. Students who consistently follow the school expectations in the playground are rewarded with a 'Playground Token'. The class with the most tokens each fortnight earns a class award at the school assemblies which are displayed in the classrooms.

Students who consistently follow the school expectation in the classroom and in other school learning areas can earn PBL merit cards, which are written by the teachers. They are given to students for improved or outstanding classroom achievement. When a student reaches a multiple of 10 merit cards, they receive an award. These consist of pens, badges, ribbons, medals and morning tea with the Principal. To reinforce the school rules and expectations at each fortnightly assembly each classroom teacher hands out a PBL award and a merit certificate for students who demonstrate outstanding improvement or achievement.

'Be Respectful, Be Safe, Be Active Learners', provide the foundation in discussing with students how to develop positive behaviours for learning.

Our school implemented targeted programs for specific students intended to support students to develop positive behaviours. These programs included our social skills programs, Rock and Water and Tears and Tiaras, peer mentoring and social skills playground programs, Circle Solutions and music workshops. To support and enhance students overall wellbeing students engaged in the following initiatives: Mindfulness, Robotics and Minecraft classes.

Student learning was enriched by ongoing differentiated teaching and learning programs across the school. The Learning Support Team (LST) is an integral component of the school's wellbeing procedures, working collaboratively with teachers and parents to identify and support students who require additional support. The team meets on a weekly basis to review student progress, discuss new referrals and monitor school support programs. Adjustments for student learning were targeted to meet the specific needs of students in consultation with teachers, executive, Learning and Support teachers, AP LST, Regional learning and wellbeing network, OOHOC officers, Speech pathologists, Occupational Therapists, Instructional Leaders and parents. Adjustments covered physical, academic, social, behavioural, language and emotional areas of development. Access requests were submitted for students requiring placement in support classes or in need of additional funding support. During Semester 1 and 2, Personalised Learning and Support Plans (PlaSPs) and Personalised Learning Plans (PLPs) were written by class teachers in consultation with Learning and Support Teachers and parents and caregivers. This information also formed the basis of data collection for the National Consistent Collection of Data (NCCD).

The school has an ongoing commitment to ensuring that the teaching and learning environment enables the development of global citizens who have the capacity to make meaningful contributions to the world in which they live. This has been exemplified by the Department of Education Tell Them from Me data where **98%** of students reported positive wellbeing at Auburn Public School.

This year, the school continued to create opportunities for Innovation afternoons to consolidate our work with Dr Kylie Shaw from the University of Newcastle on Critical and Creative Thinking. It was an opportunity for our teachers and students to work together in a collaborative model with flexible grouping strategies. Our lessons embedded the six skills of 21st century learning: collaboration, knowledge construction, self-regulation, real-world problem-solving and innovation, the use of ICT for learning, and skilled communication.

Sport

Students at Auburn Public School were restricted in what they could do for sport and fitness this year due to the COVID 19 pandemic.

In Term 1, students from Stage 2 and Stage 3 attended our annual swimming carnival at Guildford Swimming pools.

Stage 3 girls participated in the 'Women in Sport Roadshow', in Term 1, run by Cumberland City Council, designed to tie in with International Women's Day. American-Australian professional basketballer, Leilani Mitchell, visited Auburn Public School to talk to students about the social, psychological and physical benefits of being active. Students also participated in a practical component coached by Leilani Mitchell and specialised support coaches.

Then due to COVID 19, sport had to be altered to suit the new regulations. Sport and fitness at Auburn Public School changed to be class based only.

In Term 2, students from K-6 were 'learning from home' for the first 5 weeks, where they were provided with a 'Be active at home' program to follow - including fitness videos, exercises and skills that could be done at home with no or limited equipment. Once the students returned to school full time they participated in an altered sport program where the teachers were required to clean and sanitise their equipment before and after use.

In Term 3, students participated in mindfulness lessons conducted by Dance2bfit. Dance2bfit followed a COVID safe policy while they were at school and with the students.

The 'After School Sports' program continued in Term 1 and Term 4. The school received sporting schools funding to be able to organise external coaches from Cricket NSW and Hockey NSW. In Term 1, 2 sessions a week was held for 3-6 students and K-2 students, with the program running for 2 weeks. In Term 4, 3 sessions a week were held in line with Covid-19 guidelines - Stage 3 on Mondays, Stage 1 on Wednesdays and Stage 2 on Thursdays and ran for 5 weeks.

In the classroom, all K-6 teachers focused on using Thinking While Moving in Maths and Thinking While Moving in English within the classroom and playground to encourage students to move and remain fit.

Unfortunately due to the pandemic we were unable to hold our annual Athletics and Cross Country Carnivals. Both Auburn Public School and the Auburn PSSA Athletics and Cross Country Carnivals were cancelled due to the pandemic.

Creative Arts

In 2020, students K-6 engaged in a variety of creative arts activities. This included visual arts experiences involving students creating their own artworks and also critiquing famous artists' work. Students also enjoyed participating in drama and dance lessons throughout parts of the year.

The school also provided 3-6 students with an opportunity to experience playing musical instruments through a new initiative with Mr Holmes. Percussion instruments such as drums, xylophones, triangles and tambourines were taught alongside activities that explicitly focused on a variety of aspects of music.

The students differentiated between beat and rhythm, identified basic note names, and explored how musical fractions help determine the length of notes in a music piece. The students learned basic drumming techniques, how to use a Glockenspiel, and identified parts of the Ukulele.

Innovation

This year, the school continued to create opportunities for Innovation afternoons to consolidate our work with Dr Kylie Shaw from the University of Newcastle on Critical and Creative Thinking. It was an opportunity for our teachers and students to work together in a collaborative model with flexible grouping strategies. Our lessons embedded the six skills of 21st century learning: collaboration, knowledge construction, self-regulation, real-world problem-solving and innovation, the use of ICT for learning, and skilled communication.

Writing Focus

Jann Farmer-Hailey worked within our school this year in stages 2 and 3 with a focus on writing using a model which involved the individual stages designing a puzzlement of practice in an area identified by their students writing and data

which needed improvement. Sessions were devised with the stage teams and Jann Farmer-Hailey working collaboratively including unpacking syllabus requirements to teacher expectations, observing a practical demonstration to solve the puzzlement of practice and debriefing with suggestions for follow up enrichment ideas for the teachers to implement over the following weeks.

Reading Is Cool

In 2020, a rebranding of our Home Reading program took place. The school spent \$20,000 to ensure that new readers were purchased. Reading is Cool is name of our home reading program. Students from K-6 have all been given levelled readers from high quality differing reading schemes. This allowed students to read a variety of books for enjoyment at home. Reading at home is about reading independently for pleasure and discovering the world around us. A yellow reading log is part of 'Reading is Cool', this allows students to record what they have read and then after reading 20 books or equivalent they receive a merit card. A parent information session "How to help your read at home" was delivered to a wonderful audience of about 52 parents/ carers.

Maths Enrichment Program

Every Thursday, selected talented mathematicians from Stages 2 and 3 attend a special enrichment program. This year the program was in high demand and had a focus on Number and Patterns and Algebra. All children who participated showed improvement in their mathematical ability and understanding.

Mindfulness

In Term 3 all students K-6 participated in a school funded 8 week Mindfulness program. The aims of this program included building resilience, developing self-regulation, problem solving, increasing self-awareness and developing positive relationships.

About This Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes as outlined in the school's strategic 3 year plan. The self-evaluation committee and school planning committee have revised key improvement measures for the school's future development.

Lisa Markey: Principal

Jodie Landon: Deputy Principal

Georgia Kotsiras and Lakshmi Sekhar: Instructional Leaders

Maria Pala: Assistant Principal

Jan Heathcote: Assistant Principal

Naomi Bonus-Ross: Relieving Assistant Principal

Laura Roberts: Relieving Assistant Principal

Sujatha Sharma: Relieving Assistant Principal

Gulsun Tas: Relieving Assistant Principal

Atiqa Ambreen: Community Liaison Officer

Viviene Chung: P&C President

Teaching Staff: Auburn Public School