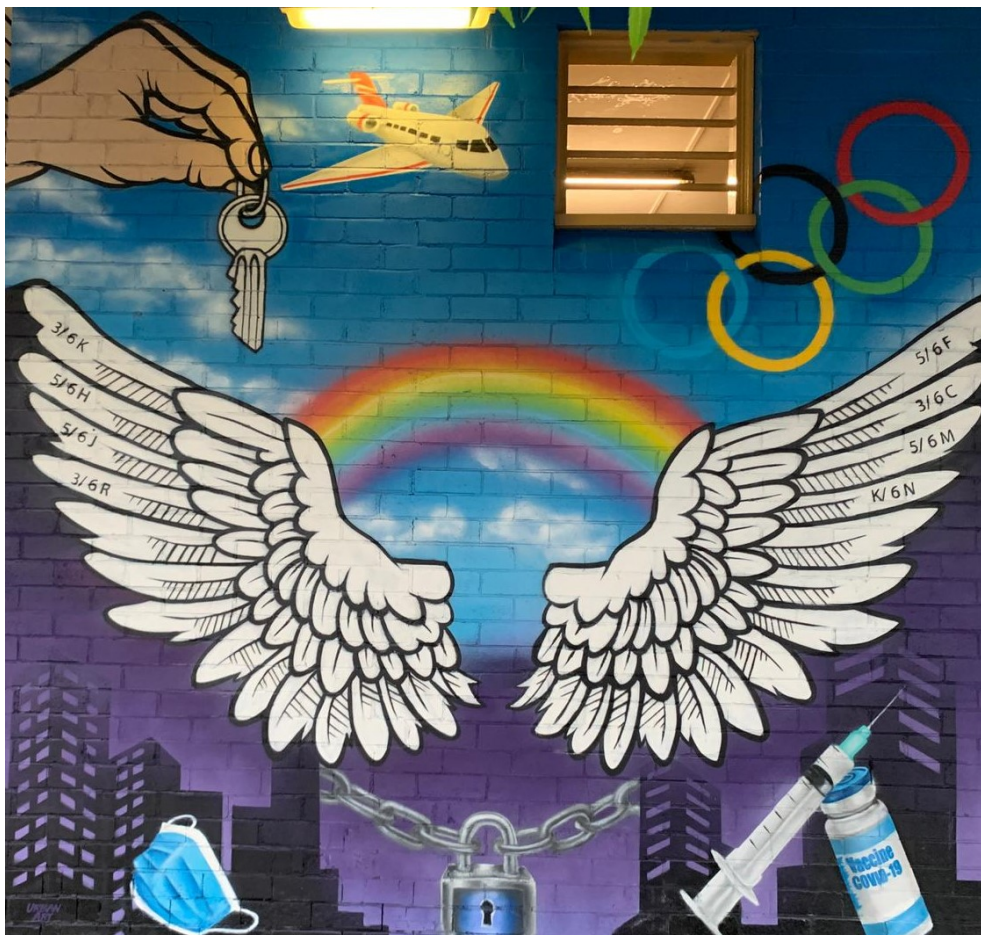


# 2021 Annual Report

## Auburn Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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The Annual Report celebrates the achievements of Auburn Public School in 2021 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 respectful and caring school community.

In 2021 there was a continued strong focus on differentiated literacy, numeracy, student welfare and technology.

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

- \*All K-6 staff were involved in significant evidence based professional learning in literacy, numeracy, data, explicit teaching and feedback.

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

- \*All staff participated in professional learning and mentoring in reading and writing. This learning was consolidated and supported through external coaches, executive team leaders and school-based mentors.

- \* All teaching staff engaged with Teaching Sprints, a collaborative and innovative professional learning framework to enhance student improvement.

- \*Strong and engaging work on differentiation practices where teachers are actively 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 to strengthening of student learning in our core values for 2022.

- \* Professional learning in student wellbeing and the implementation of wellbeing initiatives to support all students were developed.

- \*An ongoing commitment to leadership opportunities across the school including the provision of technology mentor, EAL/D mentor, Literacy mentor, Maths mentor, Stage mentors and 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.

Jodie Landon, Relieving Principal.

### Message from the school community

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2021 has been an amazing year with a mix of virtual parent programs and face to face programs. In line with Department of Education directives, Auburn Public School has run some parent programs on our premises and mostly were mostly online. Due to COVID restrictions we were only able to do one P&C meeting and there were no fundraisers this year.

There has been a continuation of many virtual programs and some face-to-face 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. Auburn Public School Community participated in our Aqua Swimming for Beginners (women only) program. 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 2022.

Misbah Zaka Atiqa Ambreen

P&C President Community Liaison Officer

### Message from the students

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2021 has been an interesting year at Auburn Public School. We have struggled through 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 2021.



## School vision

We are a welcoming, inclusive and supportive community. At Auburn Public School we encourage high expectations, innovation and collaboration in the pursuit of excellence for all students, staff and the wider school community. Our dynamic and engaging learning environments provide challenges for students to succeed through differentiated, explicit quality teaching. Our programs strengthen students' problem solving skills, resilience, creativity and critical thinking to become engaged self-motivated, active learners. We build relationships with the diverse school community to engage in consistent, nurturing and respectful partnerships for the wellbeing of all, to ensure all students are known, valued and cared for.

## 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. 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.

The school provides high quality educational programs with a strong emphasis on Literacy, Numeracy, Students Wellbeing and Technology. Extra-curricular opportunities are provided in Music, Creative and Performing Arts, Technology and Sport. There are 4 classes to support students with additional needs.

Through our situational analysis we have identified a need to provide differentiated professional learning on evidence based research to deepen pedagogical understanding of effective classroom practice. To meet our system negotiated target areas in Reading and Numeracy, all teachers need to demonstrate a commitment to identify, understand and implement the most effective, challenging, explicit teaching methods.

Work will take place on the processes for developing, collecting and analysing data through focused assessment practices, data chats as well as Teaching Sprints. Consultancy support will be utilised to develop deeper understanding of summative and formative assessment as well as successful strategies to implement Teaching Sprints.

In order to promote a collaborative learning environment, we will include a repertoire of evidence based collaborative practices that will foster and encourage a rich, positive learning culture and enhance teacher accountability. We also aim to move the current existing collaborative practices forward by refining them through implementing Quality Teaching Rounds.

In order to further develop our partnerships to enhance overall student wellbeing, we will refine and implement evidence based whole school practices including mindfulness, parental engagement, PaTCH training and Community of School initiatives. To promote attendance growth we will provide extended opportunities for physical activity and an increase in student voice to further develop positive and respectful partnerships within the school and the wider community.

Our work with individual students will be targeted, responsive and monitored for improvement. The Learning Support Team will continue to support students who require intensive intervention including access to specialist support and explicit programs, through a rigorous and transparent referral system.

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.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading Pedagogy
- Mathematical Pedagogy

### Resources allocated to this strategic direction

**QTSS release:** \$77,865.93

**Literacy and numeracy intervention:** \$79,463.64

**English language proficiency:** \$18,000.00

**Socio-economic background:** \$93,088.50

**Early Action for Success (EaFS):** \$231,542.55

**Literacy and numeracy:** \$10,419.12

### Summary of progress

Auburn Public Schools teachers further developed their knowledge and skills in using effective strategies to improve literacy outcomes for all students by participating in a wide range of stage-based and individualised professional learning opportunities.

All staff including, executive, class, EAL/D, SLSO, specialist and LaST teachers were involved in sessions around reading and comprehension. This ongoing professional learning supported teachers in refining Literacy practices and using quality assessment to identify student learning needs as well as developing teaching and learning programs to achieve optimum student outcomes. Differentiated professional learning was administered to support the needs of stage and teams of teachers to facilitate remote learning. COVID-19 prevented teachers' ability to implement, deliver, reflect and measure the impact on student learning outcomes against the learning progressions. Although this has led to the formation of our 2022 school key directions.

An ongoing emphasis on effective assessment and intervention practices has contributed to the achievement of the following student learning outcomes:

-the agreed expected growth in reading for 2021 was 58.00% and the actual growth was 60.61%. The baseline data for reading in 2021 indicates that Auburn Public School has reached beyond its upper bound targets by 2.6%.

Covid 19 restrictions, have had a significant impact on measuring student achievement, in mathematical fluency. Data conversations and teacher professional learning were interrupted and unable to proceed. Although, an ongoing emphasis on effective assessment and intervention practices has contributed to the achievement of the following student learning outcomes:

- the agreed expected growth in numeracy for 2021 was 57.50% and the actual growth was 81.82%. The baseline data for reading in 2021 indicates that Auburn Public School has reached beyond its upper bound targets by 24.32%.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Reading</b> 8.5% uplift from baseline in the number of students in Years 3 and Years 5	The challenges of COVID-19 have had a significant impact on measuring student achievement as NAPLAN did not proceed, and baseline data was not collected in 2020 due to COVID-19. As a result, our data reflects 2019 and 2021 student results.

achieving in the top two bands for reading proficiency in NAPLAN.	<p>The baseline data for reading from 2019 - 2021 indicates;</p> <ul style="list-style-type: none"> <li>• Year 3 - uplift of 3% of students achieving a band 6</li> <li>• Year 3 - slight decline of 3% of students achieving a band 5. Although the percentage has decreased, it remains the same amount of students within this band</li> <li>• Year 5 - slight decrease of 2% of students achieving a band 8. Although, there was an uplift of 1 student within this band</li> <li>• Year 5 - steady data 6% of students achieving a band 7</li> </ul>
<p><b>Numeracy</b></p> <p>6.8% uplift from baseline in the number of students in Year 3 and Year 5 achieving in the top two bands for numeracy proficiency in NAPLAN.</p>	<p>The challenges of COVID-19 have had a significant impact on measuring student achievement as NAPLAN did not proceed and baseline data was not collected in 2020 due to COVID-19 lockdown. As a result, our data reflects 2019 and 2021 student results.</p> <p>The baseline data for numeracy from 2019 - 2021 indicates;</p> <ul style="list-style-type: none"> <li>• Year 3 - uplift of 8% of students achieving a band 6</li> <li>• Year 3 - slight decline 11% of students achieving a band 5</li> <li>• Year 5 - slight decline of 1% of students achieving a band 8</li> </ul>
<p><b>Growth</b></p> <p>8.5% uplift from baseline in the number of students in Years 5 achieving expected growth in Reading in NAPLAN.</p> <p>6.8% uplift from baseline in the number of students in Year 5 achieving expected growth in Numeracy in NAPLAN.</p>	<p>The agreed expected growth in reading for 2021 was 58.00% and the actual growth was 60.61%. The baseline data for reading in 2021 indicates that Auburn Public School has reached beyond its upper bound targets by 2.6%.</p> <p>The agreed expected growth in numeracy for 2021 was 57.50% and the actual growth was 81.82%. The baseline data for reading in 2021 indicates that Auburn Public School has reached beyond its upper bound targets by 24.32%.</p>
45% of students to achieve aligned reading and comprehension against the Literacy Learning Progressions in the Sub-element of Understanding text.	The challenges of COVID-19 have had a significant impact on measuring student achievement in reading comprehension. Although, whole school professional learning around reading and comprehension was ongoing and was differentiated to the needs of stage and teams of teachers to facilitate remote learning, COVID-19 prevented teachers ability to implement, deliver, reflect and measure the impact on student learning outcomes against the learning progressions.
45% of students to achieve mathematical fluency as the result of having conceptual understanding, strategic competence and adaptive reasoning against the Numeracy Learning Progression in the Sub-elements of Quantifying numbers and Additive strategies.	The challenges of COVID-19 have had a significant impact on measuring student achievement, in mathematical fluency. Teacher professional learning was interrupted and unable to proceed.

## Strategic Direction 2: Building Quality Collaborative Practices to enhance school culture

### Purpose

In order to change and build collaborative practices to enhance school culture, school leaders and teachers need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in every day school life so that all key stakeholders are supported by external and internal expertise and identify and implement best practice to improve student learning outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Professional Learning
- Innovative Practice

### Resources allocated to this strategic direction

**6101:** \$136,000.00

**Professional learning:** \$25,000.00

**English language proficiency:** \$112,118.00

**Socio-economic background:** \$10,000.00

### Summary of progress

Teaching Sprints builds collaborative practices to enhance school culture. All teachers have participated in Teaching Sprints around literacy and numeracy to create a stronger culture of reflection around research and peer coaching. While undertaking Teaching Sprints collaboratively, we established a whole school system to facilitate change and implement best practices to improve student learning outcomes, this has enhanced better use of collaboration time and greater opportunities for professional dialogue. Collaborative practices included Collaborative Planning Days once a term which assisted in building individual and team capacity to ensure planning for teaching and learning programs. Teachers feedback indicated that it was an effective way to collaborate with their colleagues and will continue in 2022.

COVID-19 had significant impact upon Innovate practices. Implementation of Quality Teaching Rounds and participation in Instructional Rounds was delayed until 2022 due to COVID-19 restrictions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers actively participating in cooperative planning and reflecting on teaching and learning pedagogies to embed best practice.	The challenges of COVID-19 impacted the processes of Collaborative Practices. Despite these interruptions and demands opportunities to discuss teaching and learning programs, consistency of teacher judgments and professional collegial dialogue continued. During stay-at-home orders Collaborative Planning was switched to online. Each stage worked creatively to ensure collaboratively online. Collaborative planning will continue in 2022 as 87% of teachers would like this model to continue.
All teaching staff trained in Teaching Sprints and participate in two Teaching Sprints which are school driven priorities, one in literacy and one in numeracy.	<p>During Semester 1 executives undertook Teaching Sprints around consistency of reading assessment. The executive team engaged in new learning around reading assessment. Executives drew connections and challenges around how different stages assess reading and were able to determine a consistent practice for improvement through a proforma with expectations of reading behaviours at every reading stage and guidelines for K-6 teachers.</p> <p>During Term 3 teachers participated in professional learning about Teaching Sprints with a focus on literacy. Professional learning occurred as a whole school and in Learning Hubs. Each Learning Hub decided their individual focus around literacy. Teachers read current research around their area of</p>

<p>All teaching staff trained in Teaching Sprints and participate in two Teaching Sprints which are school driven priorities, one in literacy and one in numeracy.</p>	<p>focus and implemented evidence based best practice to improve teaching practice in literacy. This Professional learning continued and was completed via Microsoft Teams. Teachers were able to practice their new learning with their class adapting and adjusting elements to online learning.</p> <p>During Term 4 teachers participated in professional learning around Working Mathematically facilitated by the Instructional Leaders. This Professional learning was completed via Microsoft Teams. Each Learning Hub decided their individual focus. Teachers read current research around their area of focus to improve teaching practice in Working Mathematically.</p>
<p>10-15% of teachers participate in Quality Teaching Rounds or other collaborative observational practice to develop teaching and learning programs incorporating the Quality Teaching Model.</p>	<p>The challenges of COVID-19 have had a significant impact on participating in Quality Teaching Rounds or other collaborative observational practices. Quality Teaching Rounds did not occur due to COVID-19 restrictions.</p> <p>Instructional Rounds occurred in Birrong PS in term 2. The team involved in Instructional Rounds participated in professional learning and observations around the problem of practice on Is our mathematical Practice worthwhile? It did not occur in Term 3 or 4 due to COVID restrictions.</p> <p>The school purchased additional resources to promote the use of technology within the classroom. Technology hardware was purchased including:</p> <ul style="list-style-type: none"> <li>• Purchased 50 new laptops</li> <li>• 20 new iPads</li> <li>• 22 new laptops</li> <li>• 26 laptops and 2 iPads from the T4L roll out</li> <li>• 54 Pads for working for home from the department.</li> <li>• Technology support officer provided by one day a week to support with hardware and organisation and running of technology in the school.</li> </ul>
<p>Increase from baseline data as indicated in the What Works Best Summary Report of school average score from 3.95 out of 5.0 for collaboration.</p>	<p>During Semester 1 staff participated in professional learning about What Works Best. Each term teachers participated in 2 modules. Staff participated in the modules Explicit Teaching, Effective Feedback, Using Data and High Expectations. Staff participated in internal surveys indicating that collaboration was occurring. Staff also indicated that more staff were taking ownership of different Key Learning Areas. During 2022 we will continue to develop staff knowledge about What Works Best through participating in professional learning and participating in the What Works Best Summary Report.</p>

## Strategic Direction 3: Participation and Engagement through Partnerships

### Purpose

In order to enhance student wellbeing we will further refine and implement evidence based change to whole school practices resulting in measurable improvement in wellbeing to support learning. Positive, respectful relationships built on trust and high expectations will be established to promote constructive partnerships across the school, and the wider community responsive to students' needs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Responsive Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$123,000.00

**6101:** \$10,000.00

### Summary of progress

The challenges of COVID-19 have had an overall impact on the school's data. Attendance data was comparable with statistically similar schools and there was a positive increase in the average attendance rate. The activities planned to support and enhance student wellbeing were adjusted to meet the specific needs of students, particularly during Semester 2. This included embedding opportunities for physical activity into online learning platforms and providing students with wellbeing strategies to support the remote learning environment as well as their return to school. TTFM data indicated that there were positive improvements in the number of students feeling supported as well as an increase in students' holding higher expectations for their own success. Evaluation of school self assessment using the SEF SaS indicated that an emerging priority is gaining whole school community support and commitment to improving student attendance. School data also indicated that improving students' sense of belonging needs to become an area of focus during 2022.

There has been a slight improvement in the number of teachers valuing effective internal and external partnerships with the whole school community in 2021. This is encouraging despite remote learning, restrictions to parent programs, adjustments to implementation modes or changes made in response to Covid-19, particularly during Semester 2. Parental involvement in on-site school activities during Semester 1 was beginning to return to normal in 2021 despite ongoing challenges and layered safety measures. During Semester 2, very limited on-site access for parents restricted almost all activities except programs organised with external partners online. Effectively supporting social-emotional wellbeing and food relief for students and their families during and post remote learning due to illness, social isolation or challenges associated with online learning, became a priority within our network. A continuation of programs that support parents and increase their engagement with the school will continue in 2022. These will include parents involved in classrooms, fundraising and tailored parent programs.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A 3% uplift from the baseline in the number of students attending school at least 90% of the time.	The challenges of COVID have had a significant impact on the school's attendance data. In 2021, 61.9% of students attended school 90% of the time. This is 14% less than our target of 75.9%. However, it is comparable with statistically similar schools rate of 65.5% and higher than the 2020 rate of 52.9%. In addition, the schools average attendance rate increase from 88.1% in 2020 to 89.6% in 2021.
A 1.7% uplift from the baseline of students reporting positive expectations for success, advocacy and sense of belonging at school.	There has been a slight decline in the overall percentage of student's reporting positive wellbeing from 86.28% in 2020 to 84.25% in 2021. While there were improvements in the areas of positive advocacy (0.54% increase) and expectations for success (2.43% increase), there has been a

<p>A 1.7% uplift from the baseline of students reporting positive expectations for success, advocacy and sense of belonging at school.</p>	<p>significant decrease of students having a sense of belonging at school (8.86% decline). The challenges of COVID-19 have had a significant impact on the activities planned to support and increase student wellbeing.</p>
<p>A 2.5% uplift from the baseline of teachers and student perceiving that the school provides adequate opportunities for physical activity.</p>	<p>The COVID-19 lock down impacted the physical activity opportunities planned for 2021. Teachers included fitness and movement activities in online learning platforms (Google Classroom or SeeSaw) or paper learning packs during the remote learning phase in Term 3. However, due to this remote learning phase and COVID-19 restrictions, teachers were not surveyed about whether the school provides adequate opportunities for physical activity because of the inability to provide such opportunities. Students were surveyed and the data is equal to that of the 2020 baseline of 50%.</p>
<p>A 1.5% uplift from the baseline in parental involvement in school activities.</p>	<p>Overall, parental involvement in on-site school activities during 2021 has been almost non-existent due to Covid-19 restrictions and only some data has been collected in 2021.</p> <p>Community programs organised by our Community Liaison Officer have continued onsite or online where possible. Activities offered during and post remote learning included supplemental activities based on need (for example, well-being for mental health support) or contacting parents for welfare check-ins and included Starting School Well in Kindergarten 2022 sessions.</p> <p>Data collected shows a slight decline in teachers valuing overall parental involvement in school activities overall by 3.4% from the baseline data 32.3% (Oct 2020) to 28.9% (Oct 2021). There has also been a decline of 10.8% in teachers valuing parental involvement in our Parents &amp; Citizens Association from 41.6% (Oct 2020) to 30.8% (Oct 2021) and a decline of 18.0% of teachers valuing parent volunteers in the school from 43.6% (Oct 2020) to 25.6% (Oct 2021).</p> <p>However, there has been an uplift of 6.2% from the baseline data in teachers valuing parental help in classrooms from 53.8% (Oct 2020) to 60% (Oct 2021) despite 13-14 weeks in remote learning in 2021 and no parents onsite in 2021 in classrooms. Teachers valuing parents fundraising data demonstrates an uplift from 10.3%. (Oct 2020) to 17.9% (Oct 2021) despite no fundraising activities in 2021.</p> <p>Other school activities which involved parental involvement were not surveyed due to Covid-19 restrictions on external personnel on school grounds in 2021 such as attendance in parental programs such as PaTCH, cultural support, cultural events etc.</p>
<p>A 1.5% uplift from the baseline in teachers valuing effective internal and external partnerships with the whole school community.</p>	<p>School survey data supports an uplift of 1.5% from the baseline of 84.0% (2020) to 85.5% (2021) in teachers valuing effective internal and external partnerships with the whole school community. This is encouraging despite remote learning, restrictions to programs, adjustments to implementation or changes made in response to Covid-19 across Semester 2, to meet social-emotional needs during social isolation and to support well-being.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$14,916.38</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of Refugee Student Support funding has resulted in the formation of two reception classes; one 1-2 and the other 3-6. This has resulted in targeted support provided to students. Additional staffing of 2 hours of literacy support everyday in both classes has resulted in improved language proficiency and outcomes of students in these two classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue reception classes in 2022, one 1-2 and the other 3-6. These classes will be staffed by experienced EAL/D expert teachers. These students and teachers will be supported by an EAL/D mentor to help achieve literacy and numeracy targets. Additionally, these students will be supported by staffing arrangements which include allocating resources and staff with 2 hours of literacy support daily.</p>
<p>Integration funding support</p> <p>\$144,293.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Auburn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Mainstream students with learning and behaviour needs have been adequately supported in the classroom and playground. This has assisted these students to receive support with differentiated learning activities especially in literacy and numeracy. This funding has also provided playground and social skills support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>A continuation of SLSO support for mainstream students with learning and</p>

Integration funding support \$144,293.00	behaviour needs.
Socio-economic background \$599,239.06	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Auburn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Pedagogy</li> <li>• Mathematical Pedagogy</li> <li>• Innovative Practice</li> <li>• Wellbeing and Engagement</li> <li>• Responsive Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy and numeracy programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support literacy intervention programs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A positive impact demonstrated by an uplift towards our literacy numeracy targets for identified students. The additional support and resources provided greater opportunities to identified students, had measurable impact on student engagement and achievement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage the Literacy consultant, Jann Farmer-Hayley, Literacy and Differentiation mentors, Jolly Phonics consultant, Instructional leaders as AP Curriculum and Instruction (APC&amp;I) and MiniLit and MultiLit interventionists.</p>
Aboriginal background \$2,126.67	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Auburn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The development of a PLaSP to support our Aboriginal student to develop more positive social relationships and engagement with school activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support Aboriginal students through targeted PLPs and family</p>

<p>Aboriginal background</p> <p>\$2,126.67</p>	<p>engagement.</p>
<p>English language proficiency</p> <p>\$612,525.55</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Auburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Pedagogy</li> <li>• Collaborative Professional Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• EAL/D Mentor</li> <li>• provision of additional EAL/D teacher in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• two EAL/D classes ( Yrs 1-2 &amp; Yrs 3-6)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of EAL/D mentor funding has resulted in positive impact demonstrated by an uplift towards our literacy targets for identified students. The EAL/D mentor was an additional support in providing teachers with strategies and pedagogies to support EAL/D students. The additional support to teachers and resources provided greater opportunities to identified students, had measurable impact on student engagement and achievement and improved literacy and numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To support our students with this funding will continue to have two EAL/D classes (Yrs 1-2 and Yrs 3-6) for identified students, engage Jann Farmer-Hayley, Literacy consultant, literacy and differentiation mentor, Jolly Phonics consultant, Instructional leaders as AP Curriculum and Instruction and MiniLit and MultiLit interventionist.</p> <p>Further steps, to support our EAL/D students with this funding will be to continue to engage the EAL/D mentor to support our trajectory towards achieving targets. Funds have been targeted to provide additional support to EAL/D students in Reception classes and any other teacher that needs support to differentiate for EAL/D students K-6.</p>
<p>Low level adjustment for disability</p> <p>\$270,389.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Auburn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom and/or whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$270,389.62</p>	<ul style="list-style-type: none"> <li>• targeted students are provided with evidence-based interventions (Mini-Lit and Multi-Lit) to increase learning outcomes</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students were identified and supported through the development of playground and social skills programs, risk assessments, behaviour support plans and PLaSPs. Evidence-based programs including Pre-Lit, Mini-Lit, Multi-Lit and Rock and Water were implemented to target specific learning and behaviour needs.</p> <p>Learning Support Team held weekly meetings to provide additional support for students who were referred by class teachers. Students were case managed and strategies for support were implemented and access requests developed for students with diagnosed disabilities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of weekly Learning Support Team meetings to ensure effective case management of students with disabilities and learning and behaviour needs.</p>
<p>Literacy and numeracy</p> <p>\$10,419.12</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Auburn Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Maths Mentor</li> <li>• Mathematics Enrichment Program</li> <li>• staff training and support in literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff being able to deliver differentiated Math programs across K-6 resulting in a greater understanding of Mathematical concepts.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to have a Math mentor, to drive an understanding of mathematical pedagogies around the Big Ideas in Number and Starting Strong professional learning.</p> <p>The continuation of the Math enrichment program has demonstrated an uplift in student outcomes, this funding will continue in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$231,542.55</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Auburn Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• To improve mathematical pedagogies across our school, five teachers including 2 Instructional Leaders participated in the self-paced online professional learning around Mathematics called Starting Strong for K-2 , four teachers including an Instructional Leader participated in professional</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$231,542.55</p>	<p>learning around Working with Big Numbers which focused on 3-6. This professional learning is provided by the NSW Department of Education as a collaborative and collegial opportunity to support the ongoing learning of NSW public school teachers.</p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence based literacy and numeracy programs to improve student outcomes, with particular focus on improving pedagogy and teaching practice, high-impact literacy and numeracy strategies, data collection and analysis, curriculum delivery, and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of Mathematical pedagogy funding has resulted in teacher professional dialogue, experimenting with ideas and games, discussions with colleagues and learning about some critical components in the teaching and learning of mathematics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation the next steps to support our students with this funding will be to continue to engage the literacy and numeracy APC&amp;I 's. to continue to improve student outcomes.</p>
<p>QTSS release</p> <p>\$77,865.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Auburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• Stage Assistant Principals and Instructional Leaders to attend Masterclass</li> <li>• Staged based professional learning with Jann Farmer-Hailey each term based on stage literacy needs</li> <li>• Literacy and Differentiation mentors</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A positive impact toward teacher knowledge and student outcomes has been demonstrated. The differentiated professional learning has ensued the staff have continued to develop and refine their reading pedagogies resulting in student growth and greater results. This can clearly be seen in NAPLAN and Check in data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to engage Jann Farmer-Hailey Literacy consultant, literacy and differentiation mentors, Jolly Phonics consultant, Instructional leaders as AP Curriculum and Instruction and MiniLit and MultiLit interventionist.</p>
<p>Literacy and numeracy intervention</p> <p>\$79,463.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Auburn Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy intervention</p> <p>\$79,463.64</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• targeted students are provided with an evidence based interventions- Reading Recovery, Mini- Lit and Multi- Lit to increase learning outcomes</li> <li>• 2 Safety Net classes (Yrs 1-2 and Yrs 3-6), supported with an additional teacher for a 2 hour block daily as well as an SLSO for 2 hours on a daily basis.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> having a positive impact on student learning outcomes, by ensuring the students' ongoing growth, independence and development. Safety Net classes have smaller numbers allowing for more individualised differentiated targeted learning to take place.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support our students with numeracy and literacy interventionist, and Safety Net classes. As well as the continuation of programs involving Jann Farmer-Hayley Literacy consultant, literacy and differentiation mentor, Jolly Phonics consultant, Instructional leaders as AP Curriculum and Instruction and MiniLit and MultiLit interventionist.</p>
<p>COVID ILSP</p> <p>\$300,407.72</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - focus area Reading and Numeracy</li> <li>• providing intensive small group tuition for identified students who were identified based on data and teacher observations</li> <li>• employing/releasing staff to coordinate the program</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b> in a positive impact demonstrated by an uplift towards system generated School Targets towards Reading and Numeracy. The additional support and resources provided greater opportunities to identify students had a measurable impact on student engagement and achievement and improve literacy and numeracy outcomes, for all identified students engaged in the small group tuition program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP \$300,407.72	this program will continue using the present model. It will continue to support students in middle to top bands as well as students in lower bands.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	275	272	262	250
Girls	241	245	246	225

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.7	89.2	88.5	87.9
1	86.3	81.7	82	84.7
2	89.1	87.8	86.8	86.6
3	88.4	87.1	87.4	88.7
4	91.3	83.4	88.8	89.2
5	89.5	91	89.5	88.1
6	89.6	88	88.2	89.9
All Years	88.9	87	87.2	87.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### 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.

During remote learning, student attendance was closely monitored through phone calls and completion of student work

whether on-line or through learning packs. Students were referred to Executive staff if there were concerns about student attendance or welfare. Some students were referred to the Home School Liaison Officer if attendance was a concern.

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.

## Attendance

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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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

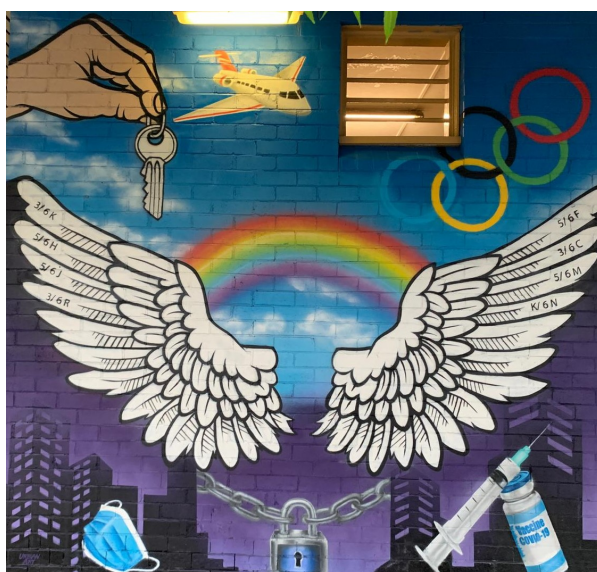
Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	5
Classroom Teacher(s)	19.76
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	7.98
Other Positions	3.4

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## **Professional Learning and Accreditation**

Professional learning sessions were held during terms 1 & 2 in our Learning Hubs in open spaces at school.

During term 3 (lock down) ongoing professional learning was completed by all staff through Microsoft teams as teachers were working from home.

A majority of teachers have entered their professional learning on eTAMS while working from home and after professional learning while back at school in term 4.

## **Support for Beginning Teachers**

Beginning teachers have been supported in the classroom and with the accreditation process during terms 1 & 2.

Four beginning teachers started their accreditation at proficient with guidance from the beginning teacher mentor and the supervisor. This process was interrupted as a result of COVID-19. Two beginning teachers have completed their accreditation at proficient in consultation with the beginning teacher mentor & their supervisor.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,288,019
<b>Revenue</b>	7,722,820
Appropriation	7,636,484
Sale of Goods and Services	4,112
Grants and contributions	79,775
Investment income	549
Other revenue	1,900
<b>Expenses</b>	-7,653,565
Employee related	-7,212,526
Operating expenses	-441,039
<b>Surplus / deficit for the year</b>	69,255
<b>Closing Balance</b>	1,357,274

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	98,257
<b>Equity Total</b>	1,521,310
Equity - Aboriginal	2,127
Equity - Socio-economic	630,269
Equity - Language	618,526
Equity - Disability	270,390
<b>Base Total</b>	4,199,160
Base - Per Capita	132,439
Base - Location	0
Base - Other	4,066,722
<b>Other Total</b>	1,212,506
<b>Grand Total</b>	7,031,234

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, the school sought the opinions of parents, students and teachers about Auburn Public School.

The Tell Them From Me parent survey was undertaken by groups of parents between August and October, 2021. The online survey included questions covering parents' perception of their child's experiences at home and school.

The survey showed that over 84% of parents feel welcomed when they visit the school, and they can speak easily with the class teacher, executives and principal.

88% of parents also felt that the administrative staff and teachers at the school are helpful when the parents have a question or problem.

85% of parents responded that their child's teacher would inform them immediately if there were concerns with their child's behaviour at school.

83% 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.

84% of surveyed parents stated that they support their child's learning at home by assisting their child with homework, 90% of parents take an interest in their child's school assignments and their child's feelings towards school. 86% of surveyed parents regularly encourage their child to do well at school and praise them for doing so.

83% of parents agree that school supports their child's learning. 84% of parents believe that their child is encouraged to do his or her best at school and that 83% of teachers have a high interest in their child's learning. 79% of parents believe that teachers have high expectations for their child to succeed with 81% of parents believing that teachers take into account students' needs, abilities and interests.

83% of parents agree that school supports positive behaviour with 84% of parents stating that teachers expect their child to pay attention in class and that teachers are explicitly teaching behaviour expectations to all students. 87% of parents believe that their child understands and knows expectations of rules for school behaviour. 87% of parents believe that their child feels safe in school. 82% of parents understand that behaviour issues within the school are appropriately dealt with in a timely manner, and 80% of parents view that school helps to prevent bullying among students. Parents feel that 79% of teachers devote their time to extra-curricular activities.

The vast majority of these responses show an improvement in parent/caregiver satisfaction from the same survey in 2020.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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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 2021, 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. We 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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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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 96.8% of Auburn Public School student's population come from a language background other than English. To support our students from such a diverse community, our school has a strong focus on English language development and improving student learning outcomes across the curriculum.

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 the acquisition of English
- Teaching and learning programs have a strong emphasis on EAL/D pedagogy and practice
- Community Language programs (Chinese, Farsi, Turkish, Urdu and Arabic) that are closely aligned to class programs
- A Kindergarten Bilingual program to support students in their transition to school and the consolidation of concepts through the use of these home languages
- Teaching and learning programs that have strong cross curricular priorities embedded within
- Celebrating Auburn diversity through the arts particularly in dance, visual arts and music
- Translation of many documents and notes for parents
- Interpreters accessed for meet and greet sessions about school practices and routines (enhances home-school partnership)
- Maintaining school app (SchoolZine) (automatically translates the school newsletter)
- Use of Parent group What's App communication tool to inform parents of multilingual courses (enhances home-school partnership)
- Continuation of Starting School Well program and website information to provide support for children in transition
- Extending our understanding of diversity through events such as Harmony Day, NAIDOC week and the celebration of other special days
- A school Anti-Racism Officer (ARCO) who mediates and supports students

## Other School Programs (optional)

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### Innovation

This year, the school continued to create opportunities for Innovation afternoons to further consolidate our work with Dr Kylie Shaw from the University of Newcastle on Critical and Creative Thinking. Varied opportunities were provided across the school 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.

### 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 a range of 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 explicitly teaching all students expected behaviours with clear and consistent boundaries. Students are involved in one lesson each week which covers a range of core concepts including: Problem Solving, Communication, Game Rules, Personal Safety, Leadership, and Environmental Awareness.

The school expectations are consistent with our three school rules: being an active learner, being respectful and being safe. These encompass all class rules and responsibilities and are displayed in all classrooms and playground areas. 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 school assemblies and are then displayed in the classroom. Students who consistently follow the school expectations in the classroom and in other school learning areas can earn PBL merit cards. They are also given to students for improved or outstanding classroom achievement. When a student reaches a multiple of 10 merit cards, they receive an award. These included: school pens, badges, ribbons, medals and morning tea with the Principal. Also, 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 student discussions about how to develop positive behaviours for learning. Our school continued to implement targeted programs for specific students to support them to develop more positive behaviours. Some of these programs have been on hold this year due to Covid-19 restrictions, however, Rock and Water, 'Race Around Australia' and music lessons occurred in Terms 1 and 2. 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 continues to meet on a weekly basis to review student progress, discuss new referrals, monitor school support programs and adjust transition processes. 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, OOHC officers, Speech pathologists, Occupational Therapists, Instructional Leaders, HSLO officers 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 (including during Covid-19 restrictions and 13-14 weeks of lockdown), Personalised Learning and Support Plans (PlaSPs) and Personalised Learning Plans (PLPs) were written and updated 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 survey where the majority of students reported positive wellbeing at Auburn Public School.

### **Creative Arts**

In 2021, 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 year 1- 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. These lessons were continued through the remote learning phase of the year through Google Classroom.

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.

### **Early Action for Success**

EaFS Phase 2 is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017-2021. This program aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. Two Instructional Leaders have been allocated to further develop student literacy and numeracy performance in K-2. Through the EaFS initiative K-2 teachers have continued to practice evidence-based pedagogies in their classroom in literacy and have embraced Number Talks in every classroom. The aim of Number Talks is to build numerical reasoning by supporting students to make sense of complex mathematical ideas through talk. Five teachers and executives participated in online maths professional learning that is run for K-2 under the NSW Mathematical Strategy called Starting Strong. Four teachers and executives participated in the maths professional learning called Big Ideas in Number for 3-6 teachers.

K-2 teachers continued to utilise evidence-based pedagogies with the support of Jann Farmer Hailey professional learning once a term to address the puzzlement of practice. This has hugely impacted on teachers' adapting evidence-based practices in literacy. 43% of students in kindergarten, 51% of Year 1 and 83% of Year 2 students have achieved at or above the expected end of year target in reading despite Covid Lockdown for over a term. Students' writing skills will continue to be focus for 2022. Teachers will be supported by two Assistant Principals Curriculum and Instruction to maintain and improve literacy and numeracy results in K-6.

### **Department of Education Covid Intensive Learning Support Program**

As we all know, 2021 was a difficult year. This was particularly so for our students and teachers who have risen to the challenges in a disrupted year that included weeks of remote learning due to COVID-19, and in some areas, that came on top of bushfires and floods. For our students, this has been an unsettling time. The government and department have recognised this with the announcement of a program aimed at ensuring that schools can identify students who could benefit the most from intensive support. Our school this year was involved in this department program.

Across the year the targeted students that was based on a variety of internal and external data sources worked in small tuition groups with specialist teachers in numeracy and literacy. There were ten week cycles across the year-Cycle 1 that involved Years 3 and 5, Cycle 2-Years 1 and 4, Cycle 3-Years 2 and 6 for four to five days. Each individual students progress was evaluated on the departments assessment online program called Alan-Plan 2.

Due to the sudden lockdown restrictions, students learning shifted to remote learning. The remaining six weeks of the program occurred 2 days a week via Zoom. During the starting weeks of Term 3 when schools went into remote learning procedures the COVID ILSP teachers support students and classes across Years 1-6 within class Zoom lesson support and at home learning pack lesson support materials. All COVID Intensive Program team members also accessed the online professional learning webinars and Zoom sessions with updates of how schools could best support the maintaining of the program with the remote learning model.

The COVID ILSP teachers contacted and surveyed students and parents to ascertain if students had access to technology, the internet and to learning materials to support maintaining the COVID ILSP small group tuition program with the remote learning model. All relevant staff, students and families were contacted by phone, email and any other available communication modes to inform them of small group tuition Zoom learning sessions times and meeting codes information. This was also communicated to them individually with access made available for the COVID ILSP teachers to their class Google Classrooms.

For those students who did not have access to technology it was coordinated with the school technology advisor and school access staff to loan out items to support their learning from home. All of these devices were then uploaded with the appropriate licences as well to access other online literacy and numeracy programs such as PM readers.

During this time the COVID team met on teams to coordinate and communicate with each other the priorities of this cycle and how to provide and support equitable access to and maintaining the COVID ILSP small group tuition program in the Remote learning model.

During the year all of the teachers have reported that these students have been quickly grasping the new concepts that have been covered during their intensive learning sessions.

These students are all to be commended for their commitment to increasingly becoming more self-motivated learners, taking on new learning challenges and taking individual ownership of their learning.

The educators and teachers of students involved in this program have demonstrated aspirational expectations of learning progress and achievement for all students that have been so highly engrossed in this teaching and learning program.

Thank you to all of the school community that have been involved with supporting that this Department of Education investment maximises impact on our students learning outcomes.